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ABSTRACT

Because of the dearth of available information on humanities education in the two-year college, the Center for the Study of Community Colleges began a multiphased project in June 1974. The project began with an intensive literature review and the selection of certain critical areas for analysis. During the second phase of the project, three monographs detailing the results of the literature review were published, a nationwide survey of the faculty teaching humanities in two-year colleges was conducted, the data from the faculty survey were tabulated and analyzed, and certain dissemination activities were undertaken. The first part of this six-part document presents a brief overview of the first two phases and an introduction to Phase 3. The remaining five parts present reports of the various activities and findings of Phase 2, including: (1) a review of the processes used to select the faculty sample, which consisted of 2,384 faculty members at 156 colleges, and of obtaining responses, which resulted in an 84 percent response rate; (2) a copy of the faculty survey instrument, and a description of how it was developed and how responses were assessed; (3) the tabulated responses of the humanities faculty; (4) interpretations of the responses to the survey and further findings; and (5) a review of the various methods used to disseminate the information collected.
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AN ANALYSIS OF HUMANITIES EDUCATION IN TWO-YEAR COLLEGES:

PHASE II -- THE FACULTY

1975-1976

Center for the Study of Community Colleges

Los Angeles

I. OVERVIEW

Arthur M. Cohen Florence B. Brawer

Under a grant from the National Endowment for the Humanities, the Center for the Study of Community Colleges compiled, analyzed, and disseminated a sizeable amount of information about the faculty teaching humanities in two-year colleges nationwide. This is the introduction to a report of that project and an overview of the activities undertaken during the grant period, November 1, 1974 to January 31, 1976.

This Project is funded by a grant from the National Endowment for the Humanities, a Federal agency established by the Congress of the United States of America to promote research, education and public activity in the humanities.

OVERVIEW

Two-year colleges currently enroll more than thirty percent of all students in post-secondary education in America. This figure has steadily increased in recent years as the growth rate of these institutions has progressed at a pace greater than that of senior institutions. Nevertheless, at the risk of perpetuating a broad generality, it seems safe to say that except in a few small independently controlled institutions, the humanities are not widely emphasized in two-year colleges. While almost all colleges offer some humanities courses, there is only limited knowledge, a dearth of gathered data, and practically no conceptualization of the relationships between two-year colleges and humanities curricula.

A major problem of the humanities in two-year colleges is that boards of trustees, administrators and state-level planners see a plethora of roles for these institutions. The perpetuation and diffusion of the humanities typically occupies a priority status far below that of career education, remedial studies, adult basic education and student guidance. These perceptions influence legislation, policy decisions, college planning and budgeting and, not least, the patterns of curriculum and staffing.

If the humanities are to play an important role in two-year colleges, then the people involved must be aware of existing situations. They must recognize the impact of humanities education on students enrolled in all types of courses, and must base their awareness upon a knowledge of existent data. Indeed, the prerequisite for any serious innovation in humanities

education is some sort of coherent understanding of the literature, existing programs and related critical issues. Unfortunately, the literature that does exist concerning two-year college students, staffs and curricula is usually embedded within broader studies of higher education. The parochialism of this literature also deters it from being applicable to the national scene. Few documents that speak directly to the topic can be found and accordingly, program planning and funding patterns are fragmented.

As a way of coping with these problems the Center for the Study of Community Colleges began a multi-phased project under sponsorship of the National Endowment for the Humanities in 1974. The project began with an intensive literature review and selection of certain critical units for initial analysis (June 1, 1974 to October 31, 1974). During the second phase of the project (November 1, 1974 to January 31, 1976), three monographs detailing the Phase I literature were published, a survey of the faculty teaching humanities in two-year colleges nationwide was conducted, the data from the faculty survey were tabulated and analyzed, and certain dissemination activities were undertaken. As a result of the work done in both phases we now know much about the faculty--where they come from, what they want and need, their orientation towards their work, their values, and their attitudes. This is an overview of the first two phases and an introduction to the final report for Phase II.

Phase I Synopsis

An intensive study of the literature was made by reviewing all pertinent documents. Materials were identified by scanning 36 sets of

philosophical notions for publications of the past ten years, listing the needs of 17 professional associations and 16 institutional organizations for studies they might have made, and by utilizing the intelligence and letter-filing last service of the U.S. University Library. Furthermore, the documents were located and abstracted. Some were left off those who received carefully, their information is summarized here and incorporated in the conclusions reached.

The literature review revealed such information of the subjects of education education in two-year colleges, very little of which. It found reasonably useful prior published information on several characteristics and demographic variables of the two-year college faculty group as a whole (not broken down by teaching field).

Based on two studies done between 1961 and 1971, the percentages of currently college faculty at each degree level are approximately as follows: 61 to 65 Ph.D., 22 to 25 Masters, 10 to 15 B.S. degrees. These percentages also seemed to be consistent for department faculty in the sub-fields of English and math.

Data related to the training and prior experience of two-year college faculty showed that the majority of those involved in teaching the college level courses had received their training in the traditional college program of the senior institutions and their prior experience in the public secondary schools. In-service professional development programs and M.A./M.S. programs, which provided further years of training, were not prominent, but their numbers were increasing. Most currently college instructors of education/management/health courses had prior work

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1. *Abstract* (100-150 words)
 2. *Introduction* (10-15%)
 3. *Methods* (10-15%)
 4. *Results* (20-25%)
 5. *Discussion* (10-15%)
 6. *Conclusion* (5-10%)
 7. *References* (10-15%)
 8. *Appendices* (if applicable)
 9. *Tables* (if applicable)
 10. *Figures* (if applicable)

The authors of *Journal of the American Medical Association* (JAMA) have published a study in the *Journal of the American Medical Association* (JAMA) that suggests that the use of a computerized system to monitor and manage the health of patients with chronic conditions can improve the quality of care and reduce costs. The study, which was conducted over a period of 12 months, involved 100 patients with chronic conditions. The researchers found that the use of the computerized system resulted in a significant improvement in the quality of care and a reduction in costs. The researchers conclude that the use of a computerized system to monitor and manage the health of patients with chronic conditions is a promising approach that should be further studied and implemented.

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Mr. Cohen reported on two different aspects of the findings to groups in the East. He discussed the issues related to faculty preparation, especially those having to do with the award of doctoral degrees, to 125 people at a New York State Doctor of Arts conference at New York University. And he reported on the implications of the findings for teaching the classics in community colleges to 40 people at the American Philological Association meeting in Washington D.C. Dissemination was further enhanced through a conference held in Los Angeles in January, 1976 where, in addition to reports on the study findings delivered by Mr. Cohen and Ms. Brawer, the 150 two-year college instructors and administrators heard reports about developments in the humanities at several colleges in California and elsewhere. Copies of the literature reviews were also distributed at the meeting.

Several papers have been written reporting the Phase II findings. A chapter entitled, "The Humanities Faculty: A Review," authored by Cohen and Brawer appeared in Merging the Humanities, a book in the New Directions for Community Colleges series, in Winter, 1975. An article entitled "Maximizing Responses to a Nationwide Faculty Survey" by Mr. Cohen has been accepted for publication in Research in Higher Education. Mr. Cohen and Ms. Brawer have also prepared an article on foreign language instructors for use in the ADFL Bulletin. Ms. Brawer prepared an article on the findings regarding political science instructors which will be printed and distributed by the American Political Science Association.

Further dissemination of the findings will take place during 1976. Already planned are speeches to the California Humanities Association meeting in March and to the Special Interest Group in Community College Research of

the American Educational Research Association, in April. Articles will be sent to other disciplinary and professional associations, newsletters and journals.

Phase III

The third phase of the project will include the convening of several groups of people influential in the field of two-year college education in order to allow them to review the faculty survey findings and to generate recommendations for policy to enhance humanities education in two-year colleges. These invitational seminars will be comprised of two-year college faculty and administrators, members of state level agencies and governing boards, representatives of the National Endowment for the Humanities, officials of philanthropic foundations, and professional association heads. A UCLA Graduate School of Education seminar will be held in the Spring for the purpose of running further cross-tabulations on the data. The recommendations and findings that emanate from the continuing analyses will be disseminated through numerous other vehicles. A further activity of Phase III will be the design of a study of curriculum and instruction in the humanities that will be conducted in 1977.

The Phase II report is divided into six sections: Overview; The Sample; The Faculty Survey Form; Responses to the Survey; Interpretations and Further Findings; and Dissemination.

Our thanks to Dr. Stanley Turesky, National Endowment for the Humanities Planning Officer, and to the other Endowment and Center staff members who assisted in the planning and execution of this project.

Arthur M. Cohen
Principal Investigator

Florence B. Brawer
Research Associate

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These monographs are available from ERIC Document Reproduction Service, P.O. Box 190, Arlington, Virginia 22210.

AN ANALYSIS OF HUMANITIES EDUCATION IN TWO-YEAR COLLEGES:

PHASE II -- THE FACULTY

1975-1976

Center for the Study of Community Colleges

Los Angeles

II: THE SAMPLE

Arthur M. Cohen Florence B. Brawer

The faculty survey procedures are described in this section. A random sample of faculty in a random sample of colleges was drawn. Using an on-campus facilitator an 84 percent response was obtained. The section also lists the pertinent data about the 156 colleges in the sample, including the percent of faculty respondents in each.

This Project is funded by a grant from the National Endowment for the Humanities, a Federal agency established by the Congress of the United States of America to promote research, education and public activity in the humanities.

THE SAMPLE

Study of community college faculty has been limited by the variation in types of institutions, the difficulty of obtaining an accurate faculty sample, and the poor response rate in large-scale surveys. Institutional variation demands that accurate information can be obtained only if surveys are addressed to a broad sample of colleges. The population of 1200 institutions includes private, liberal arts-related colleges of fewer than 100 students, new, public occupational and technical institutes, multicampus comprehensive colleges of more than 30,000 students, and several other types in the various geographic regions. Before drawing inferences about faculty in colleges nationwide, the researcher must take care to assess instructors in all types of institutions in proportion to their numbers in the population as a whole.

A representative sample of colleges can be drawn, but what of the faculty within them? Sending survey forms to a college in wholesale lots for distribution "to the faculty" is risky; the researcher never knows how or if they were distributed. And asking someone on the campus to "sample" a number of instructors is irresponsible, especially if the researcher needs a particular subgroup; the contact person may pick the first ten coming through the door. The researcher must undoubtedly address his questionnaires to specific instructors, but accurate faculty lists are not readily available because the colleges do not maintain faculty data uniformly. Even though the catalog typically provides names of full-time teaching faculty, it is usually out-of-date. More importantly, the part-time and adjunct faculty are usually

not listed at all. Frequently employed at the last minute, their names may not be available until the form is under way.

A third problem--the difficulty in obtaining responses to surveys of large populations--has been well-documented. A common and very undesirable practice is to mail out a huge number of questionnaires and accept a small proportion of returns. Numerous surveys reporting response rates as low as 20 to 30 percent are found in the literature. One can only speculate on the systematic biases among respondents in these samples.

We developed and tested a procedure for mitigating these problems for use in our study of the faculty teaching communities in American two-year colleges. The objectives of our investigation required a study group representative of both full- and part-time faculty members in the communities and a comparison group of noncommunities faculty. A further requirement was that the group be large enough to permit cross-classification of information by several variables simultaneously. A mailed questionnaire was the only method feasible within budget, but we felt it essential that randomization be assured by following sound sampling principles and that reliability be maximized by obtaining a high rate of completed questionnaires.

We decided on a two-stage sample--a broad sample of colleges selected at random within certain strata and a random sample of the faculty within those colleges. The main stratification variables for the colleges would be type of control (public or private) and geographic locale because we felt these were the main institutional differences affecting the faculty. Secondary variables included college emphasis (comprehensive, technological, liberal arts), organization (multi- or single-campus district), size, and age.

In order to insure consistent differences of the population as defined in this test and that of faculty members teaching literature in these colleges. The National Association for the Advancement of Women's performance only from the previous. Thus, in order to make of single teaching courses in both literature and literature, but not those who taught performing arts exclusively. Particularly in order to make it one history and literature, but not in history, literature, or design. However history and literature were in, respectively and those who did literature and in, history and literature were not. In other words as an entire facilitator to work necessary materials to or not to distribute and receive the questionnaire as that as could not be found with the faculty has means were selected to randomly select surveys.

Several pilot tests were conducted to determine the feasibility of the methodology, the types of letters that should be addressed, the pattern of interaction with the facilitators, and the response of male participants. In one pilot test as with the questionnaire in 10 faculty members selected at random from members in eight college settings. This procedure, including one following letter, yielded a probability of response rate of 85 percent.

Five additional pilot procedures were tried, each addressed to eight different colleges. Three of the pilots used different types of letters addressed to the president of the college, one was addressed to the dean of instruction, and in one as well a personal contact through phone or letter making a direct acquaintance. That is, in this latter procedure, an identified person acted as both end and also plus from the

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The other main aspect of the process is the fact that the system is designed to be self-correcting. The system is designed to be self-correcting in the sense that it will automatically adjust its output to match the input. This is done by using a feedback loop. The feedback loop is a process by which the system's output is compared to its input, and the difference between the two is used to adjust the system's output. This process is repeated until the system's output is close to the input. This is the basic principle of the system, and it is what makes it so effective.

The next step was to determine the size of the sample. The following formula yielded 1,000 subjects. However, because the national data represented 50 percent of the population, adjustment to the size of the sample was made to the following: 50 percent of 1,000 subjects or 500 subjects. An adjustment to 500 subjects was made. In addition, it was decided to use an interval of 1,000 and 1,000 subjects. It also yielded a large enough sample of subjects (about 500) to represent the general population of subjects within the study.

The final stage is analyzing the results of different scenarios of energy use. The two 2025 scenarios, central, and conservative strategies, representing 80% and 90 percent of the maximum, were chosen to not represent an energy that results in either an energy use scenario. The 1,000 scenarios in the 2025 scenario are grouped approximately by the 20 years. Representation is that of energy use

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FULL-TIME/PART-TIME FACULTY

Full-time faculty: Those teaching three or more classes, Spring 1975.

Part-time faculty: Those teaching fewer than three classes, Spring 1975.

Sample: 1/2 the full-time humanities, 1/2 the part-time humanities faculty,
and 1/3 this number from the non-humanities dept. chairpersons.

Total: those sent at presumed delivered.

<u>COLLEGE</u>		<u>FULL-TIME FACULTY</u>			<u>PART-TIME FACULTY</u>			<u>SAMPLE</u>		
		total	hum.	percent	total	hum.	percent	total	returned	percent
Austin CC	(Minn)	45	15	33.3%	14	0	0%	11	11	100%
Bay Path CC	(Mass)	22	9	40.	10	2	20.	7	7	100
Brevard	(Fla)	196	34	17.4	50	12	24.	25	25	100
Central Virginia	(Va)	67	11	16.4	28	1	3.	8	8	100
Chowan	(NC)	67	21	31.	0	0	0.	15	15	100
Citrus	(Ca)	126	19	15.	231	23	10.	27	23	85.
Clinton	(Iowa)	17	4	23.5	8	2	25.	4	3	75.
Itawamba	(Miss)	43	14	32.5	0	0	0	9	9	100.
Jackson State	(Tenn)	57	15	26.3	0	0	0	11	11	100.
James Faulkner	(Ala)	35	9	25.7	54	14	25.9	16	16	100.
Jefferson Davis	(Miss)	63	14	22.2	16	2	12.5	10	10	100.
Metropolitan Tech	(Nco)	45	3	6.6	22	1	4.5	4	4	100.
Middle Georgia	(Ga)	98	25	25.5	0	0	0.	17	17	100.
Mitchell	(Conn)	26	5	23.	13	2	15.4	6	6	100.
Monroe County	(Mich)	41	12	29.	2	1	50.	9	9	100.

<u>COLLEGE</u>	<u>FULL-TIME FACULTY</u>			<u>PART-TIME FACULTY</u>			<u>SAMPLE</u>		
	total	humn.	percent	total	humn.	percent	total	returned	percent
Morgan (Colo)	18	2	11.0%	47	4	8.5%	5	4	80.
No. Virginia (Va.)	116	32	27.5	5	0	0	21	21	100.
Saddleback (Ca)	84	21	25.	247	50	20.2	47	47	100.
Ohio U: Portsmouth (Oh)	18	6	33.3	1	0	0	4	4	100.
Southeast (Ken)	23	7	30.4	22	2	9.	7	6	85.7
St. Paul's (Mo)	23	7	30.4	0	0	0	6	6	100.
St. Gregory's (Okla)	30	12	40.	3	0	0	8	8	100.
Vermont Col (Ver)	37	11	29.7	0	0	0	8	8	100.
UCS:Sheboygan (Wi)	24	6	25.	8	4	50.	7	7	100.
Halifax Cty Tech (NC)	20	5	25.	4	0	0	4	4	100.
Wood	17	7	41.1	3	1	33.3	5	5	100.
Mt. San Jacinto (Ca)	32	8	25.	23	2	8.6	7	7	100.
Western Texas (Tx)	46	14	30.4	8	2	25.	11	10	90.
Southwest Mississippi(Mi)	30	6	20.	2	1	50.	6	6	100.
NH Voc/Tech: Claremont(NH)	22	3	13.6	0	0	0	3	3	100.
Hudson Valley (NY)	271	27	10.	81	0	0	19	19	100.
St. Petersburg (Fla)	300	51	17.	70	9	12.8	39	39	100.
Roxbury (Mass)	30	15	50.	6	2	33.3	12	6	50.
Quinebaug Valley (Ct)	9	2	22.	27	7	25.9	7	6	85.7
Suomi Col (Mich)	13	6	46.1	15	5	33.3	8	8	100.
Mt. Olive (NC)	26	11	42.3	3	0	0	8	8	100.
Col of the Desert (Ca)	91	23	25.2	212	23	10.8	32	32	100.

<u>COLLEGE</u>		<u>FULL-TIME FACULTY</u>			<u>PART-TIME FACULTY</u>			<u>SAMPLE</u>		
		total	humn.	percent	total	humn.	percent	total	returned	percent
Kauai	(Ha)	28	8	27.9	18	2	11.1	7	7	100.
Harcum	(Pa)	30	9	30.	9	0	0	7	7	100.
Wake Tech	(NC)	108	5	4.6	17	0	0	4	4	100.
Angelina	(Tx)	68	14	20.5	2	0	0	9	9	100.
No. Oklahoma	(Ok)	56	10	17.8	14	1	7.1	8	8	100.
Treasure Valley	(Ore)	55	11	20.	28	2	7.1	9	7	77.7
U of NM: Gallup	(NM)	5	3	60.	17	4	23.5	5	5	100.
Central	(Ks)	18	5	27.7	6	0	0	4	4	100.
Delaware Cty	(Pa)	75	23	30.6	60	9	15.	21	13	61.9
U of Minn: Waseca	(Minn)	47	2	4.2	6	0	0	3	3	100.
Col of San Mateo	(Ca)	309	69	22.3	212	17	8.	57	44	77.1
Southeastern	(Iowa)	21	7	33.3	?	0	0	5	4	80.
Casper	(Wyo)	110	14	12.7	53	3	5.6	12	12	100.
Middlesex	(Ct)	45	14	31.1	33	3	10.	12	7	58.3
Lamar	(Tx)	11	4	36.3	13	3	23.	5	5	100.
Santa Rosa	(Ca)	155	49	31.6	66	41	62.1	57	48	84.7
Tidewater	(Va)	239	47	19.6	201	5	2.	36	35	97.2
Iowa Lakes	(Iowa)	99	12	11.9	65	4	6.1	11	11	100.
American River	(Ca)	290	71	24.4	242	12	4.9	54	41	75.9
Lincoln Land	(Ill)	108	28	25.9	105	2	1.9	20	20	100.
Lorain	(Ohio)	85	13	15.2	27	0	0	9	8	88.8

<u>COLLEGE</u>		<u>FULL-TIME FACULTY</u>			<u>PART-TIME FACULTY</u>			<u>SAMPLE</u>		
		total	num.	percent	total	num.	percent	total	returned	percent
Waubonsee	(Ill)	72	12	16.6	172	13	7.5	16	15	93.7
Barton	(Ks)	48	10	20.8	18	1	5.	8	7	87.5
District One Tech	(Wisc)	95	3	3.1	45	0	0	3	3	100.
North Country	(NY)	36	5	13.8	6	1	16.6	6	6	100.
JS Reynolds	(Va)	122	17	13.9	329	19	5.7	24	18	75.
Harriman	(NY)	9	3	33.3	33	9	27.9	7	5	71.4
Howard	(Md)	33	4	12.1	36	4	12.	5	5	100.
Mt. Wachusett	(Ma)	59	14	23.7	42	4	9.5	12	12	100.
No. Hennepin	(Minn)	94	20	21.2	3	0	0	13	13	100.
Palm Beach	(Fla)	225	44	19.5	108	11	10.1	36	36	100.
Lurleen Wallace	(Ala)	21	10	47.6	23	4	17.3	9	9	100.
Cooke Cty	(Tx)	54	14	25.9	41	0	0	9	9	100.
U of SC: Lancaster	(SC)	22	13	59.	23	4	17.3	12	8	75.
Presentation	(SD)	16	6	37.5	10	0	0	4	4	100.
Greater Hartford	(Ct)	39	22	56.4	23	4	17.3	17	12	70.5
Edgecombe Tech	(NC)	29	0	0	51	2	3.9	2	2	100.
DeAnza	(Ca)	242	39	16.1	505	74	14.6	72	37	51.3
NE Christian	(Pa)	8	4	50.	18	6	33.3	6	6	100.
South Seattle	(Wa)	31	3	9.6	32	5	15.6	7	7	100.
Mt. St. Clare	(Iowa)	11	5	45.4	16	6	37.5	8	8	100.

COLLEGE	FULL-TIME FACULTY			PART-TIME FACULTY			SAMPLE		
	total	num.	percent	total	num.	percent	total	returned	percent
Belmont Tech (Ohio)	24	0	0	14	4	28.5	3	3	100.
CC of Allegheny Cty (Pa)	77	27	35.	112	12	10.7	27	12	44.4
Coastal Carolina (NC)	65	7	10.7	13	4	30.7	8	7	87.5
Lenoir (NC)	36	11	30.5	63	2	3.1	8	5	62.5
Fox Valley Tech (Wisc)	12	3	25.	0	0	0	3	3	100.
Greenville Tech (SC)	154	8	5.1	212	6	2.8	16	10	100.
Mary Holmes (Miss)	19	6	31.5	7	1	14.2	3	3	100.
Mumphrey's (Ca)	0	0	0	27	3	11.1	4	3	75.
Martin (Tenn)	28	8	28.5	1	1	100.	6	6	100.
Ohio U: Belmont (Ohio)	21	8	38.	0	0	0	5	5	100.
Lassen (Ca)	41	9	21.9	139	19	13.6	19	13	68.4
Pendocino (Ca)	29	8	27.5	113	15	13.2	16	9	56.2
Cecil (Md)	18	7	38.8	1	0	0	5	3	60.
Columbia Basin (Wa)	92	16	17.3	89	8	8.9	16	14	87.5
Hartnell (Ca)	49	23	46.9	95	23	24.2	30	28	93.3
Clark Cty (Nev)	52	6	15.3	134	0	0	5	2	40.
Mt. Hood (Ore)	157	26	16.6	265	30	11.4	35	34	97.1
Valencia (Fla)	133	30	22.5	153	19	12.4	24	30	88.2
Indian River (Fla)	57	13	22.8	5	2	40.	9	9	100.
Northampton (Pa)	98	17	17.3	77	11	14.2	17	16	94.
San Diego Mesa (Ca)	99	63	63.	417	46	11.	74	53	71.6

CIRCLE	FRA-TIME SPENT			FRA-TIME SPENT			TOTAL		
	NO.	PERCENT	PERCENT	NO.	PERCENT	PERCENT	NO.	PERCENT	PERCENT
Westport (Pa)	125	0	7.4	0	0	0	7	7	100.
Lehigh/Lehigh (Pa)	73	3	2.7	10	1	0.0	3	3	100.
Garland/Kokum (Mich)	64	0	10.	60	0	0	7	0	00.7
Shosh Valley (NY)	100	21	13.2	0	0	0	10	10	00.0
L.A. Pierce (Ca)	273	77	23.0	273	70	0.0	67	67	00.0
Cashon Tech (NY)	102	10	12.5	200	2	.0	10	10	00.0
Ironton (Pa)	10	0	20.0	0	0	0	0	0	100.
Atlantic (NJ)	110	17	10.0	60	7	2.3	10	0	20.0
Golden Beach (Del)	10	1	0.0	0	0	0	1	1	100.
Southern Kentucky (Ky)	20	7	20.	0	0	00.	0	0	100.
Denville (Ill)	70	13	10.0	20	3	12.5	12	11	01.0
Utah Tech (Utah)	117	10	0.0	20	0	0	7	7	100.
White Pine (OH)	11	0	00.0	5	2	00.	0	0	100.
Chomela (Dre)	125	10	0.	10	10	00.7	10	10	10.0
Butte (Ca)	60	22	20.1	60	20	00.	25	25	00.0
Artemus St/Beck (Ark)	27	0	0.0	0	0	0	0	0	100.
Conners State (WVa)	27	0	20.0	11	1	0.	0	0	00.
Staten Island (NY)	202	60	10.0	200	20	10.	60	67	07.0
Leicester (Pa)	17	0	07.	0	1	10.0	7	0	07.0
Shelling W. Va. R. (WVa)	40	7	10.0	60	1	1.0	7	7	100.
Floyd (Pa)	30	0	23.	11	0	0	7	7	100.

THE JOURNAL OF THE AMERICAN MEDICAL ASSOCIATION

PUBLISHED WEEKLY

1934

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The American Medical Association is a non-profit corporation organized for the purpose of promoting the interests of the medical profession and the public. It is organized into a national association and a number of local associations. The national association is organized into a number of departments, each of which is responsible for a particular aspect of the medical profession. The local associations are organized into a number of districts, each of which is responsible for a particular aspect of the medical profession. The American Medical Association is a non-profit corporation organized for the purpose of promoting the interests of the medical profession and the public. It is organized into a national association and a number of local associations. The national association is organized into a number of departments, each of which is responsible for a particular aspect of the medical profession. The local associations are organized into a number of districts, each of which is responsible for a particular aspect of the medical profession.

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1999

1999年1月1日，中国科学院、中国工程院两院院士大会在北京人民大会堂隆重召开。这是两院成立以来的第一次院士大会。大会在热烈的掌声中开幕。中国科学院院长路甬峰、中国工程院院长朱镕基分别代表两院向全体院士致以亲切的问候。路甬峰在讲话中指出，两院院士是国家的宝贵财富，是科技界的旗帜。两院要充分发挥院士的作用，为国家的科技进步和人才培养做出更大的贡献。朱镕基在讲话中强调，两院院士要带头开展技术创新，推动科技成果转化，为国家的经济建设和社会进步做出更大的贡献。大会在院士们的热烈掌声中圆满结束。

1999年2月，中国科学院、中国工程院两院院士大会在北京人民大会堂隆重召开。这是两院成立以来的第一次院士大会。大会在热烈的掌声中开幕。中国科学院院长路甬峰、中国工程院院长朱镕基分别代表两院向全体院士致以亲切的问候。路甬峰在讲话中指出，两院院士是国家的宝贵财富，是科技界的旗帜。两院要充分发挥院士的作用，为国家的科技进步和人才培养做出更大的贡献。朱镕基在讲话中强调，两院院士要带头开展技术创新，推动科技成果转化，为国家的经济建设和社会进步做出更大的贡献。大会在院士们的热烈掌声中圆满结束。

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"the humanities other than through your teaching?" and "How many courses do you think students in two-year occupational programs should be required to take?"

Satisfaction (S; Maximum Score = 40) This is a heavily weighted group not only because we believe it represents basic personality characteristics, but also because it portends ways in which colleges might become happier places in which to function. While we recognize that it is difficult to attempt to isolate the basic orientations of satisfaction or dissatisfaction with life, we attempt to gain insight into such direct issues as relations with significant others, student behavior, and job security. Questions here ask for degree of agreement, for example, with such statements as "Satisfactory opportunities for in-service training are not available at this college" and "If I had a chance to retrace my steps, I would not choose an academic life."

Functional Potential (FP; Maximum Score = 30) Functional Potential is a hypothetical construct that is built upon psychodynamic principles of human functioning. Built on the constructs of development, maturity, and ego strength, this group is comprised of six fundamental traits: Relatedness/Aloofness, Identity/Amorphism, Flexibility/Rigidity, Independence/Dependence, Progression/Regression, and Delay of Satisfaction/Impulse Expression. We assess the amount of Functional Potential that the respondents possess by specifically including such statements as, "Teaching effectiveness should be the primary basis for faculty

promotion" and "I believe that if I work hard, things will work out for me."

Scoring

The categories and constructs listed above provide the basis for assessing responses to the faculty survey. In some cases, they become the independent variable, in others, the dependent variable. In any case, these responses provide rather full profiles of the 1998 subjects who were included in our sample of two-year college humanities instructors and department chairmen.

Following is a copy of the Faculty Survey as it was printed and distributed. Then follows a listing of the items included in each category and construct.

CENTER FOR THE STUDY OF COMMUNITY COLLEGES

Your college is participating in a national study conducted by the Center for the Study of Community Colleges under a grant from the National Endowment for the Humanities. The study is concerned with the role of the humanities in two-year colleges — how they are taught by faculty, understood by students, and supported by administrators.

The survey asks a variety of questions concerning your background, experiences, and attitudes. All information is treated as confidential and at no time will your answers be singled out. Our concern is with aggregate views as discerned in a nationwide sample.

We recognize that some of the survey items cannot readily be answered "Yes" or "No." However, please respond according to your own best judgment. We recognize also that the survey is time-consuming and we appreciate your taking time to complete it.

Thanks very much for your efforts.

- 11-11
1. What is your present principal teaching field? _____ 12-13
2. Your department or division of teaching appointment? _____ 14-15
3. Were you ever a student in a community/junior college? YES ☐ 1 NO ☐ 2 16
4. At what type of school did you receive your degrees and/or certificate? (Please indicate for each degree held the type of school and the year in which it was obtained.)

	ASSOCIATE DEGREE	TECHNICAL CERTIFICATE	BACHELORS DEGREE	MASTERS DEGREE	DOCTORAL DEGREE
	17	18	19	20	21
TECHNICAL INSTITUTE	☐ 1	☐ 1	☐ 1	☐ 1	☐ 1
JUNIOR/COMM. COLLEGE	☐ 2	☐ 2	☐ 2	☐ 2	☐ 2
PUBLIC FOUR-YEAR COLLEGE OR UNIVERSITY	☐ 3	☐ 3	☐ 3	☐ 3	☐ 3
DENOMINATIONAL COLLEGE OR UNIVERSITY	☐ 4	☐ 4	☐ 4	☐ 4	☐ 4
PRIVATE, NON-SECTARIAN COLLEGE OR UNIVERSITY	☐ 5	☐ 5	☐ 5	☐ 5	☐ 5
OTHER (Specify) _____					
YEAR OBTAINED	year	year	year	year	year
	22-23	24-25	26-27	28-29	30-31

5. Your graduate major (or majors) ? _____ 32-33
6. Major of highest graduate degree now held? _____ 34-35
7. Toward what kind of degree are you currently working?
- | | | | | | | |
|-----------------------|----------------------------|-----------|----------------------------|-----------------|----------------------------|----|
| ASSOCIATE DEGREE | ☐ 1 | BACHELORS | ☐ 3 | DOCTORAL DEGREE | ☐ 5 | 36 |
| TECHNICAL CERTIFICATE | ☐ 2 | MASTERS | ☐ 4 | NONE | ☐ 6 | |
8. Your sex: MALE ☐ 1 FEMALE ☐ 2 37
9. Year of birth _____ 38-39

10. Are you: **WHITE/CAUCASIAN** ☐ 1 **MEXICAN-AMERICAN/CHICANO** ☐ 5 60
BLACK/NEGRO/AFRO-AMERICAN ☐ 2 **PUERTO RICAN-AMERICAN** ☐ 6
AMERICAN INDIAN ☐ 3 **OTHER** ☐ 7
ORIENTAL ☐ 4

11. About how many books were there in the home in which you were raised?
 1 - 10 ☐ 1 11 - 25 ☐ 2 26 - 100 ☐ 3 101 - 200 ☐ 4 OVER 200 ☐ 5 61

- | | NONE | LESS THAN
ONE YEAR | 1-2
YRS. | 3-4
YRS. | 5-10
YRS. | 11-20
YRS. | OVER
20
YRS. | |
|--|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----------------------------|----|
| 12. How many years were you an instructor or an administrator ... in a secondary school? | ☐ 1 | ☐ 2 | ☐ 3 | ☐ 4 | ☐ 5 | ☐ 6 | ☐ 7 | 62 |
| ... in a four-year college or university (beyond the level of teaching or research assistant)? | ☐ 1 | ☐ 2 | ☐ 3 | ☐ 4 | ☐ 5 | ☐ 6 | ☐ 7 | 63 |
| 13. Within any two-year college how many years have you been ... a faculty member? | ☐ 1 | ☐ 2 | ☐ 3 | ☐ 4 | ☐ 5 | ☐ 6 | ☐ 7 | 64 |
| ... a department or division chairperson? | ☐ 1 | ☐ 2 | ☐ 3 | ☐ 4 | ☐ 5 | ☐ 6 | ☐ 7 | 65 |
| ... the director of a special program (e.g. Remedial Studies, Ethnic Studies)? | ☐ 1 | ☐ 2 | ☐ 3 | ☐ 4 | ☐ 5 | ☐ 6 | ☐ 7 | 66 |
| ... an administrator (e.g. Dean, President)? | ☐ 1 | ☐ 2 | ☐ 3 | ☐ 4 | ☐ 5 | ☐ 6 | ☐ 7 | 67 |

14. Are you currently the chairperson of your division or department? YES ☐ 1 (If you are chairperson of your division or department, 68
 NO ☐ 2 please answer questions below otherwise skip to
 Question 15 on next page.)

- a. Have you employed people with doctorate degrees as instructors in your department or division? YES ☐ 1 69
 NO ☐ 2

- b. Has there been pressure from other administrators and/or from the faculty ...
 TO HIRE PEOPLE WITH A DOCTORATE ☐ 3 70
 NOT TO HIRE PEOPLE WITH A DOCTORATE ☐ 4
 NO PRESSURE EITHER WAY ☐ 5

- c. In the future do you plan to hire instructors who hold a doctoral degree? YES ☐ 1 71
 NO ☐ 2

- d. Why? 72-73

- e. What has been your experience with instructors holding a doctorate? (Please describe) 74-75

- | | | <u>MORE OR
LESS THAN
ONE YEAR</u> | <u>1-3
YRS</u> | <u>3-5
YRS</u> | <u>5-10
YRS</u> | <u>11-20
YRS</u> | <u>OVER
20
YRS</u> | |
|-----|---|---|-----------------------------|--------------------------|--------------------------|--------------------------|----------------------------|-------|
| 15. | How many years have you worked in your current institution? | ☐ | ☐ | ☐ | ☐ | ☐ | ☐ | 00 |
| 16. | How many class hours a week are you teaching this term _____ HOURS A WEEK. | | | | | | | 01-02 |
| 17. | Are you considered to be a full-time faculty member? | YES ☐ | NO ☐ | | | | | 00 |
| 18. | Are you currently employed in a job in addition to your position at this college? | YES ☐ | NO ☐ | | | | | 00 |

(If "yes"): b. How many hours per week?

1-10 ☐11-20 ☐21-30 ☐31-40 ☐MORE THAN 40 ☐

00

- | 19. | How would you rate each of the following | <u>EXCELLENT</u> | <u>GOOD</u> | <u>FAIR</u> | <u>POOR</u> | |
|-----|--|--------------------------|--------------------------|--------------------------|--------------------------|----|
| a. | Your salary | ☐ | ☐ | ☐ | ☐ | 00 |
| b. | Relations with colleagues | ☐ | ☐ | ☐ | ☐ | 00 |
| c. | Relations with students | ☐ | ☐ | ☐ | ☐ | 00 |
| d. | Relations with administrators | ☐ | ☐ | ☐ | ☐ | 00 |
| e. | Relations with family and friends | ☐ | ☐ | ☐ | ☐ | 00 |
| f. | Job security | ☐ | ☐ | ☐ | ☐ | 01 |
| g. | Opportunities to be creative | ☐ | ☐ | ☐ | ☐ | 00 |
| h. | Feelings about living up to your greatest potential | ☐ | ☐ | ☐ | ☐ | 00 |
| i. | Your degree of autonomy | ☐ | ☐ | ☐ | ☐ | 00 |
| j. | Freedom to choose textbooks, programs and media in your area | ☐ | ☐ | ☐ | ☐ | 00 |
| k. | Your students' enthusiasm for learning | ☐ | ☐ | ☐ | ☐ | 00 |
| l. | Your working environment in general | ☐ | ☐ | ☐ | ☐ | 00 |
| m. | Your life in general | ☐ | ☐ | ☐ | ☐ | 00 |

25. Please respond to the following questions by marking the appropriate space

	yes	no	
a. Have you ever a teaching assistant in a two-year college or university?	☐	☐	no
b. Did you ever do a student teaching assignment in a two-year college?	☐	☐	no
c. Have you ever received a formal award for outstanding teaching?	☐	☐	no
d. Have you taught courses jointly with faculty members outside your department?	☐	☐	no
e. Have you ever had an article published in a journal in your field?	☐	☐	no
f. In the past three years did you go off campus to attend a conference or symposium related to teaching?	☐	☐	no
g. Do you use a syllabus for teaching your course?	☐	☐	no
h. Have you ever been a guest lecturer?	☐	☐	no
i. Have you directed your syllabus and/or teaching strategies in the past three years?	☐	☐	no
j. Do you sometimes run an item analysis on a test that you give your students?	☐	☐	no
k. Do you usually distribute sets of written materials distinctive to your students?	☐	☐	no
l. Have you authored or co-authored a published book?	☐	☐	no
m. Have you ever applied to an outside agency for a research grant to study a problem in your field?	☐	☐	no
n. Have you ever prepared a syllabus or multi-media instructional program for use in your class?	☐	☐	no
o. Do you routinely submit written evidence of student learning (other than grade records) to your dean or department head?	☐	☐	no
p. Have you been given teaching funds you ever received a stipend or grant from ...			
... your own college (e.g. faculty fellowship)?	☐	☐	no
... a private foundation (e.g. Ford, Rockefeller, or a professional association)?	☐	☐	no
... state or federal government agency (e.g. National Endowment for the Humanities)?	☐	☐	no

21. How much can you see the following a number of others in setting?

	100%	50%	25%	0%
Very close relationship	10	10	10	0
Close relationship	10	10	10	0
Intermediate	10	10	10	0
Farther	10	10	10	0
Very far	10	10	10	0
Unknown	10	10	10	0
Other	10	10	10	0
Not known	10	10	10	0

22. What percentage of people is provided in an estimate to which you agree? (a) 100% (b) 50% (c) 25% (d) 0%

	100%	50%	25%	0%
Very close relationship	10	10	10	0
Close relationship	10	10	10	0
Intermediate	10	10	10	0
Farther	10	10	10	0
Very far	10	10	10	0
Unknown	10	10	10	0
Other	10	10	10	0
Not known	10	10	10	0

23. How much can you see the following a number of others in setting?

	100%	50%	25%	0%
Very close relationship	10	10	10	0
Close relationship	10	10	10	0
Intermediate	10	10	10	0
Farther	10	10	10	0
Very far	10	10	10	0
Unknown	10	10	10	0
Other	10	10	10	0
Not known	10	10	10	0
Very close relationship	10	10	10	0
Close relationship	10	10	10	0
Intermediate	10	10	10	0
Farther	10	10	10	0
Very far	10	10	10	0
Unknown	10	10	10	0
Other	10	10	10	0
Not known	10	10	10	0

24. How much can you see the following a number of others in setting?

Very close relationship	10	10	10	0
Close relationship	10	10	10	0
Intermediate	10	10	10	0
Farther	10	10	10	0
Very far	10	10	10	0
Unknown	10	10	10	0
Other	10	10	10	0
Not known	10	10	10	0

25. How much can you see the following a number of others in setting?

Very close relationship	10	10	10	0
Close relationship	10	10	10	0
Intermediate	10	10	10	0
Farther	10	10	10	0
Very far	10	10	10	0
Unknown	10	10	10	0
Other	10	10	10	0
Not known	10	10	10	0

26. How much can you see the following a number of others in setting?

Very close relationship	10	10	10	0
Close relationship	10	10	10	0
Intermediate	10	10	10	0
Farther	10	10	10	0
Very far	10	10	10	0
Unknown	10	10	10	0
Other	10	10	10	0
Not known	10	10	10	0

27. How much can you see the following a number of others in setting?

Very close relationship	10	10	10	0
Close relationship	10	10	10	0
Intermediate	10	10	10	0
Farther	10	10	10	0
Very far	10	10	10	0
Unknown	10	10	10	0
Other	10	10	10	0
Not known	10	10	10	0

2. The following are the data for the following items. The amounts are in thousands of dollars.

	Cost	Market	Net
	per share	per share	per share
1. Common stock, \$10 par value	100	100	100
2. Preferred stock, \$100 par value	100	100	100
3. Retained earnings	100	100	100
4. Treasury stock, 10,000 shares	100	100	100
5. Accumulated depreciation	100	100	100
6. Deferred income taxes	100	100	100
7. Prepaid expenses	100	100	100
8. Accounts payable	100	100	100
9. Accounts receivable	100	100	100
10. Inventory	100	100	100

3. The following are the data for the following items. The amounts are in thousands of dollars.

	Cost	Market	Net
	per share	per share	per share
1. Common stock, \$10 par value	100	100	100
2. Preferred stock, \$100 par value	100	100	100
3. Retained earnings	100	100	100
4. Treasury stock, 10,000 shares	100	100	100
5. Accumulated depreciation	100	100	100
6. Deferred income taxes	100	100	100
7. Prepaid expenses	100	100	100
8. Accounts payable	100	100	100
9. Accounts receivable	100	100	100
10. Inventory	100	100	100

4. The following are the data for the following items. The amounts are in thousands of dollars.

	Cost	Market	Net
	per share	per share	per share
1. Common stock, \$10 par value	100	100	100
2. Preferred stock, \$100 par value	100	100	100
3. Retained earnings	100	100	100
4. Treasury stock, 10,000 shares	100	100	100
5. Accumulated depreciation	100	100	100
6. Deferred income taxes	100	100	100
7. Prepaid expenses	100	100	100
8. Accounts payable	100	100	100
9. Accounts receivable	100	100	100
10. Inventory	100	100	100

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	1991-1992	1992-1993	1993-1994	1994-1995	1995-1996
1. <i>Chrysomelidae</i>	10	10	10	10	10
2. <i>Curculionidae</i>	10	10	10	10	10
3. <i>Chrysomelidae</i>	10	10	10	10	10
4. <i>Chrysomelidae</i>	10	10	10	10	10
5. <i>Chrysomelidae</i>	10	10	10	10	10

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表 1 某公司 2000 年主要财务指标

项目	单位	2000 年	2000 年	2000 年	2000 年	2000 年
1. 营业收入	万元	1000	1000	1000	1000	1000
2. 营业成本	万元	600	600	600	600	600
3. 营业利润	万元	400	400	400	400	400
4. 利润总额	万元	400	400	400	400	400
5. 净利润	万元	300	300	300	300	300
6. 总资产	万元	1000	1000	1000	1000	1000
7. 净资产	万元	600	600	600	600	600
8. 流动资产	万元	400	400	400	400	400
9. 长期资产	万元	600	600	600	600	600
10. 应收账款	万元	200	200	200	200	200
11. 存货	万元	100	100	100	100	100
12. 应付账款	万元	150	150	150	150	150
13. 长期负债	万元	400	400	400	400	400
14. 所有者权益	万元	600	600	600	600	600
15. 营业收入增长率	%	10	10	10	10	10
16. 营业成本增长率	%	8	8	8	8	8
17. 营业利润增长率	%	12	12	12	12	12
18. 利润总额增长率	%	12	12	12	12	12
19. 净利润增长率	%	10	10	10	10	10
20. 总资产增长率	%	5	5	5	5	5
21. 净资产增长率	%	8	8	8	8	8
22. 流动资产增长率	%	3	3	3	3	3
23. 长期资产增长率	%	7	7	7	7	7
24. 应收账款增长率	%	15	15	15	15	15
25. 存货增长率	%	10	10	10	10	10
26. 应付账款增长率	%	12	12	12	12	12
27. 长期负债增长率	%	5	5	5	5	5
28. 所有者权益增长率	%	8	8	8	8	8
29. 营业收入周转率	次	1.67	1.67	1.67	1.67	1.67
30. 营业成本周转率	次	1.67	1.67	1.67	1.67	1.67
31. 营业利润周转率	次	1.67	1.67	1.67	1.67	1.67
32. 利润总额周转率	次	1.67	1.67	1.67	1.67	1.67
33. 净利润周转率	次	1.67	1.67	1.67	1.67	1.67
34. 总资产周转率	次	1.00	1.00	1.00	1.00	1.00
35. 净资产周转率	次	1.67	1.67	1.67	1.67	1.67
36. 流动资产周转率	次	0.67	0.67	0.67	0.67	0.67
37. 长期资产周转率	次	0.67	0.67	0.67	0.67	0.67
38. 应收账款周转率	次	5.00	5.00	5.00	5.00	5.00
39. 存货周转率	次	10.00	10.00	10.00	10.00	10.00
40. 应付账款周转率	次	6.67	6.67	6.67	6.67	6.67
41. 长期负债周转率	次	0.67	0.67	0.67	0.67	0.67
42. 所有者权益周转率	次	1.67	1.67	1.67	1.67	1.67
43. 营业收入增长率	%	10	10	10	10	10
44. 营业成本增长率	%	8	8	8	8	8
45. 营业利润增长率	%	12	12	12	12	12
46. 利润总额增长率	%	12	12	12	12	12
47. 净利润增长率	%	10	10	10	10	10
48. 总资产增长率	%	5	5	5	5	5
49. 净资产增长率	%	8	8	8	8	8
50. 流动资产增长率	%	3	3	3	3	3
51. 长期资产增长率	%	7	7	7	7	7
52. 应收账款增长率	%	15	15	15	15	15
53. 存货增长率	%	10	10	10	10	10
54. 应付账款增长率	%	12	12	12	12	12
55. 长期负债增长率	%	5	5	5	5	5
56. 所有者权益增长率	%	8	8	8	8	8

Figure 1. Schematic diagram of the experimental setup. The subject is seated in front of a computer monitor. The monitor displays a grid of 10 squares. The subject is required to identify the square that contains the target stimulus (a black dot) and press the corresponding key on the keyboard.



1. 1990年1月1日以前に
2. 1990年1月1日から1995年3月31日まで
3. 1995年4月1日から1999年3月31日まで
4. 2000年1月1日から現在まで

CATEGORY: Demographic (11 items)

1. What is your present principal teaching field? _____
2. Your department or division of teaching appointment? _____
3. Were you ever a student in a community/junior college? YES ☐ NO ☐
4. At what type of school did you receive your degrees and/or certificate? (Please indicate for each degree held the type of school and the year in which it was obtained.)

	ASSOCIATE DEGREE	TECHNICAL CERTIFICATE	BACHELORS DEGREE	MASTERS DEGREE	DOCTORAL DEGREE
TECHNICAL INSTITUTE	☐	☐	☐	☐	☐
JUNIOR/COMM. COLLEGE	☐	☐	☐	☐	☐
PUBLIC FOUR-YEAR COLLEGE OR UNIVERSITY	☐	☐	☐	☐	☐
DENOMINATIONAL COLLEGE OR UNIVERSITY	☐	☐	☐	☐	☐
PRIVATE, NON-SECTARIAN COLLEGE OR UNIVERSITY	☐	☐	☐	☐	☐
OTHER (Specify) _____	_____	_____	_____	_____	_____
YEAR OBTAINED	_____	_____	_____	_____	_____
	year	year	year	year	year

5. Your graduate major (or majors)? _____
6. Major of highest graduate degree now held? _____
7. Toward what kind of degree are you currently working?
- | | | | | | |
|-----------------------|--------------------------|-----------|--------------------------|-----------------|--------------------------|
| ASSOCIATE DEGREE | ☐ | BACHELORS | ☐ | DOCTORAL DEGREE | ☐ |
| TECHNICAL CERTIFICATE | ☐ | MASTERS | ☐ | NONE | ☐ |
8. Your sex: MALE ☐ FEMALE ☐
9. Year of birth _____
10. Are you:
- | | | | |
|---------------------------|--------------------------|--------------------------|--------------------------|
| WHITE/CAUCASIAN | ☐ | MEXICAN-AMERICAN/CHICANO | ☐ |
| BLACK/NEGRO/AFRO-AMERICAN | ☐ | PUERTO RICAN-AMERICAN | ☐ |
| AMERICAN INDIAN | ☐ | OTHER | ☐ |
| ORIENTAL | ☐ | | |
11. About how many books were there in the home in which you were raised?
- 1 - 10 ☐ 11 - 25 ☐ 26 - 100 ☐ 101 - 200 ☐ OVER 200 ☐

CATEGORY: Experience in Profession (16 items)

	NONE	LESS THAN ONE YEAR	1-2 YRS.	3-4 YRS.	5-10 YRS.	11-20 YRS.	OVER 20 YRS.
12. How many years were you an instructor or an administrator							
... in a secondary school?	☐	☐	☐	☐	☐	☐	☐
... in a four-year college or university (beyond the level of teaching or research assistant?)	☐	☐	☐	☐	☐	☐	☐
...							
13. Within any two-year college how many years have you been							
... a faculty member?	☐	☐	☐	☐	☐	☐	☐
... a department or division chairperson?	☐	☐	☐	☐	☐	☐	☐
... the director of a special program (e.g. Remedial Studies, Ethnic Studies)?	☐	☐	☐	☐	☐	☐	☐
... an administrator (e.g. Dean, President)?	☐	☐	☐	☐	☐	☐	☐
14. Are you currently the chairperson of your division or department?			YES ☐	(If you are chairperson of your division or department please answer questions below otherwise skip to Question 15 on next page.)			
			NO ☐				

a. Have you employed people with doctorate degrees as instructors in your department or division? YES ☐
NO ☐

b. Has there been pressure from other administrators and/or from the faculty ...
TO HIRE PEOPLE WITH A DOCTORATE ☐
NOT TO HIRE PEOPLE WITH A DOCTORATE ☐
NO PRESSURE EITHER WAY ☐

c. In the future do you plan to hire instructors who hold a doctoral degree? YES ☐
NO ☐

e. What has been your experience with instructors holding a doctorate? (Please describe)

	NONE OR LESS THAN ONE YEAR	1-2 YRS.	3-4 YRS.	5-10 YRS.	11-20 YRS.	OVER 20 YRS.
15. How many years have you worked in your current institution?	☐	☐	☐	☐	☐	☐

16. How many class hours a week are you teaching this term _____ HOURS A WEEK

17. Are you considered to be a full-time faculty member? YES ☐ NO ☐

18.a Are you currently employed in a job in addition to your position at this college? YES ☐ NO ☐

(If "yes"): b. How many hours per week?

1-10 ☐ 11-20 ☐ 21-30 ☐ 31-40 ☐ MORE THAN 40 ☐

EXPERIENCE WITH INSTRUCTORS HOLDING A DOCTORATE

III-23-

1	Their performance is the same as other teachers
2	We have had no experience with them
3	Our experience shows them to be fine, excellent, or good teachers/better prepared teachers
4	They have good personal qualities (humility, nice, pleasant, sense of humor)
5	
6	They are good leaders; high professional qualifies
7	
8	
9	
0	
X	
Y	
1	They are too ambitious
2	Our experience is a negative one; they are too high thinking, consider themselves little gods
3	The- do not know how to teach; too subject-oriented
4	They seem unable to relate to us
5	
6	
7	
8	
9	
0	
1	
2	
3	
4	
5	
6	
7	
8	
9	
0	
1	All other
2	DK/NA

CATEGORY: Values and Attitudes (25 items)

14. c. In the future do you plan to hire instructors who hold a doctoral degree?

d. Why?

36. How do you feel about the following?

STRONGLY
AGREE

SOMEWHAT
AGREE

DON'T KNOW
OR
NO OPINION

SOMEWHAT
DISAGREE

STRONGLY
DISAGREE

- b. This college should be actively engaged in community services
- h. Collective bargaining by faculty members has a definite place in a community college
- k. Career education and occupational training should be the major emphasis in today's community college
- j. Claims of discriminatory practices against women and minority students in higher education have been greatly exaggerated
- z. There should be preferential hiring for women and/or minority faculty at this institution
- dd. Students should not have representation on the governing boards of colleges and universities

12. Below is a list of 18 values arranged in alphabetical order. We are interested in finding out the relative importance of these values to you. Study the list carefully and pick out the one value which is the most important for you. Place a 1 on the blank line to the left of this value and circle it on your list. Look at the remaining 17 values which are placed next in position for you. Place a 2 next to the value and circle it on your list. Look at the remaining 16 values and rank them in order of importance. The value which is just important should be ranked 16th.

_____	A CHERISHED LIFE to preserve this	_____
_____	Equality Equalized, equal opportunities to all	_____
_____	AN ENJOINED LIFE to encourage, enjoy life	_____
_____	Family Security taking care of loved ones	_____
_____	Freedom Independence, top choice	_____
_____	Friendship Interdependence	_____
_____	Good Leadership Freedom from inner conflict	_____
_____	Good Life Love and spiritual interests	_____
_____	Goodness, Security Freedom from stress	_____
_____	Helping to improve, benefit the	_____
_____	Love, Justice Love, peace, life	_____
_____	Self Respect Self-esteem	_____
_____	A Sense of Accomplishment Living achievement	_____
_____	Good, Responsibility Responsibility, achievement	_____
_____	True Happiness Love, achievement	_____
_____	Peace to achieve understanding of life	_____
_____	A Sense of Power Love of life and effort	_____
_____	A Sense of Beauty Beauty of nature and the art	_____

THE QUALITY OF THE TEACHING STAFF

- They are usually the best qualified personnel
- For teachers are required by the accrediting body to hold a degree
- If they are available, as time goes
- They are more capable, knowledgeable, have more subject matter
- Knowledge, superior faculty
- As time the best person representative of degree

- They are too specialized to meet needs of the general public
- They are not available
- They want a salary that is too high
- They are too narrow in scope/area of interest to teaching
- They do not have enough practical experience as well as practical experience

The degree is not necessary to teach in an adult

or other

or other

INVESTMENT... FOLLOWING THE... REVENUE... 100

1. Based on the... of... investment...

- Investment... 10
- Investment... 10
- Investment... 10
- Investment... 10
- Investment... 10

...

2. Based on the... of... investment...

100 100 100 100 100

...

3. Based on the... of... investment...

- Investment... 10
- Investment... 10
- Investment... 10
- Investment... 10
- Investment... 10
- Investment... 10
- Investment... 10

4. Based on the... of... investment...

- Investment... 10
- Investment... 10
- Investment... 10
- Investment... 10
- Investment... 10

10. THE FOLLOWING ARE THE RESULTS OF THE ANALYSIS

DATE: 10/10/10
 TIME: 10:10
 LOCATION: 101-100
 ANALYST: 101-100
 REVIEWER: 101-100

101-100	101-100	101-100	101-100	101-100	101-100
101-100	101-100	101-100	101-100	101-100	101-100
101-100	101-100	101-100	101-100	101-100	101-100
101-100	101-100	101-100	101-100	101-100	101-100
101-100	101-100	101-100	101-100	101-100	101-100
101-100	101-100	101-100	101-100	101-100	101-100
101-100	101-100	101-100	101-100	101-100	101-100
101-100	101-100	101-100	101-100	101-100	101-100
101-100	101-100	101-100	101-100	101-100	101-100
101-100	101-100	101-100	101-100	101-100	101-100

Table 1. Summary of Data

Summary of Data			
Year	Month	Day	Time
1990	Jan	15	10:00
1990	Jan	16	10:00
1990	Jan	17	10:00
1990	Jan	18	10:00
1990	Jan	19	10:00
1990	Jan	20	10:00
1990	Jan	21	10:00
1990	Jan	22	10:00
1990	Jan	23	10:00
1990	Jan	24	10:00
1990	Jan	25	10:00
1990	Jan	26	10:00
1990	Jan	27	10:00
1990	Jan	28	10:00
1990	Jan	29	10:00
1990	Jan	30	10:00
1990	Jan	31	10:00
1990	Feb	1	10:00
1990	Feb	2	10:00
1990	Feb	3	10:00
1990	Feb	4	10:00
1990	Feb	5	10:00
1990	Feb	6	10:00
1990	Feb	7	10:00
1990	Feb	8	10:00
1990	Feb	9	10:00
1990	Feb	10	10:00
1990	Feb	11	10:00
1990	Feb	12	10:00
1990	Feb	13	10:00
1990	Feb	14	10:00
1990	Feb	15	10:00
1990	Feb	16	10:00
1990	Feb	17	10:00
1990	Feb	18	10:00
1990	Feb	19	10:00
1990	Feb	20	10:00
1990	Feb	21	10:00
1990	Feb	22	10:00
1990	Feb	23	10:00
1990	Feb	24	10:00
1990	Feb	25	10:00
1990	Feb	26	10:00
1990	Feb	27	10:00
1990	Feb	28	10:00
1990	Feb	29	10:00
1990	Feb	30	10:00
1990	Feb	31	10:00

THE JOURNAL OF THE

AMERICAN SOCIETY OF CLIMATE ENGINEERS

1990	1991	1992	1993	1994
1	1	1	1	1
2	2	2	2	2
3	3	3	3	3
4	4	4	4	4
5	5	5	5	5
6	6	6	6	6
7	7	7	7	7
8	8	8	8	8
9	9	9	9	9
10	10	10	10	10
11	11	11	11	11
12	12	12	12	12
13	13	13	13	13
14	14	14	14	14
15	15	15	15	15
16	16	16	16	16
17	17	17	17	17
18	18	18	18	18
19	19	19	19	19
20	20	20	20	20
21	21	21	21	21
22	22	22	22	22
23	23	23	23	23
24	24	24	24	24
25	25	25	25	25
26	26	26	26	26
27	27	27	27	27
28	28	28	28	28
29	29	29	29	29
30	30	30	30	30
31	31	31	31	31
32	32	32	32	32
33	33	33	33	33
34	34	34	34	34
35	35	35	35	35
36	36	36	36	36
37	37	37	37	37
38	38	38	38	38
39	39	39	39	39
40	40	40	40	40
41	41	41	41	41
42	42	42	42	42
43	43	43	43	43
44	44	44	44	44
45	45	45	45	45
46	46	46	46	46
47	47	47	47	47
48	48	48	48	48
49	49	49	49	49
50	50	50	50	50
51	51	51	51	51
52	52	52	52	52
53	53	53	53	53
54	54	54	54	54
55	55	55	55	55
56	56	56	56	56
57	57	57	57	57
58	58	58	58	58
59	59	59	59	59
60	60	60	60	60
61	61	61	61	61
62	62	62	62	62
63	63	63	63	63
64	64	64	64	64
65	65	65	65	65
66	66	66	66	66
67	67	67	67	67
68	68	68	68	68
69	69	69	69	69
70	70	70	70	70
71	71	71	71	71
72	72	72	72	72
73	73	73	73	73
74	74	74	74	74
75	75	75	75	75
76	76	76	76	76
77	77	77	77	77
78	78	78	78	78
79	79	79	79	79
80	80	80	80	80
81	81	81	81	81
82	82	82	82	82
83	83	83	83	83
84	84	84	84	84
85	85	85	85	85
86	86	86	86	86
87	87	87	87	87
88	88	88	88	88
89	89	89	89	89
90	90	90	90	90
91	91	91	91	91
92	92	92	92	92
93	93	93	93	93
94	94	94	94	94
95	95	95	95	95
96	96	96	96	96
97	97	97	97	97
98	98	98	98	98
99	99	99	99	99
100	100	100	100	100

2018 年 1 月 1 日 起 施 行 的 《 中 华 人 民 共 和 国 税 收 法 》

一、2018 年 1 月 1 日 起 施 行 的 《 中 华 人 民 共 和 国 税 收 法 》 中 关 于 税 收 征 收 的 有 关 规 定

	税 种	税 率
1. 增值税	16%	17%
2. 消费税	15%	16%
3. 企业所得税	25%	25%
4. 个人所得税	3%	3%
5. 房产税	1.2%	1.2%
6. 城镇土地使用税	1.2%	1.2%
7. 车船税	1.2%	1.2%
8. 印花税	0.5%	0.5%
9. 契税	3%	3%
10. 耕地占用税	1.2%	1.2%

二、2018 年 1 月 1 日 起 施 行 的 《 中 华 人 民 共 和 国 税 收 法 》 中 关 于 税 收 征 收 的 有 关 规 定

	税 种	税 率	税 率
1. 增值税	16%	17%	17%
2. 消费税	15%	16%	16%
3. 企业所得税	25%	25%	25%

三、2018 年 1 月 1 日 起 施 行 的 《 中 华 人 民 共 和 国 税 收 法 》 中 关 于 税 收 征 收 的 有 关 规 定

四、2018 年 1 月 1 日 起 施 行 的 《 中 华 人 民 共 和 国 税 收 法 》 中 关 于 税 收 征 收 的 有 关 规 定

1. 1990-1991 年 12 月 31 日止
2. 1990-1991 年 12 月 31 日止

3. 1990-1991 年 12 月 31 日止

- 1. 1990-1991 年 12 月 31 日止
- 2. 1990-1991 年 12 月 31 日止
- 3. 1990-1991 年 12 月 31 日止
- 4. 1990-1991 年 12 月 31 日止
- 5. 1990-1991 年 12 月 31 日止

1990-1991 年 12 月 31 日止	1990-1991 年 12 月 31 日止	1990-1991 年 12 月 31 日止	1990-1991 年 12 月 31 日止	1990-1991 年 12 月 31 日止
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5
1	2	3	4	5

THEORY

1. The first part of the theory is the definition of the function $f(x)$.

2. The second part of the theory is the definition of the function $g(x)$.

x	$f(x)$	$g(x)$	$f(x) + g(x)$	$f(x) - g(x)$
1	1	1	2	0
2	4	4	8	0
3	9	9	18	0
4	16	16	32	0
5	25	25	50	0
6	36	36	72	0
7	49	49	98	0
8	64	64	128	0
9	81	81	162	0
10	100	100	200	0
11	121	121	242	0
12	144	144	288	0
13	169	169	338	0
14	196	196	392	0
15	225	225	450	0
16	256	256	512	0
17	289	289	578	0
18	324	324	648	0
19	361	361	722	0
20	400	400	800	0
21	441	441	882	0
22	484	484	968	0
23	529	529	1058	0
24	576	576	1152	0
25	625	625	1250	0
26	676	676	1352	0
27	729	729	1458	0
28	784	784	1568	0
29	841	841	1682	0
30	900	900	1800	0
31	961	961	1922	0
32	1024	1024	2048	0
33	1089	1089	2178	0
34	1156	1156	2312	0
35	1225	1225	2450	0
36	1296	1296	2592	0
37	1369	1369	2738	0
38	1444	1444	2888	0
39	1521	1521	3042	0
40	1600	1600	3200	0
41	1681	1681	3362	0
42	1764	1764	3528	0
43	1849	1849	3698	0
44	1936	1936	3872	0
45	2025	2025	4050	0
46	2116	2116	4232	0
47	2209	2209	4418	0
48	2304	2304	4608	0
49	2401	2401	4802	0
50	2500	2500	5000	0
51	2601	2601	5202	0
52	2704	2704	5408	0
53	2809	2809	5618	0
54	2916	2916	5832	0
55	3025	3025	6050	0
56	3136	3136	6272	0
57	3249	3249	6502	0
58	3364	3364	6740	0
59	3481	3481	6982	0
60	3600	3600	7230	0
61	3721	3721	7482	0
62	3844	3844	7740	0
63	3969	3969	8002	0
64	4096	4096	8272	0
65	4225	4225	8550	0
66	4356	4356	8832	0
67	4489	4489	9122	0
68	4624	4624	9420	0
69	4761	4761	9722	0
70	4900	4900	10030	0
71	5041	5041	10342	0
72	5184	5184	10660	0
73	5329	5329	11002	0
74	5476	5476	11352	0
75	5625	5625	11710	0
76	5776	5776	12082	0
77	5929	5929	12462	0
78	6084	6084	12860	0
79	6241	6241	13272	0
80	6400	6400	13690	0
81	6561	6561	14122	0
82	6724	6724	14570	0
83	6889	6889	15032	0
84	7056	7056	15508	0
85	7225	7225	15998	0
86	7396	7396	16502	0
87	7569	7569	17020	0
88	7744	7744	17552	0
89	7921	7921	18098	0
90	8100	8100	18658	0
91	8281	8281	19232	0
92	8464	8464	19820	0
93	8649	8649	20422	0
94	8836	8836	21038	0
95	9025	9025	21668	0
96	9216	9216	22312	0
97	9409	9409	22970	0
98	9604	9604	23642	0
99	9801	9801	24328	0
100	10000	10000	25030	0

Curriculum/Instruction

<u>ITEM</u>	<u>CARD</u>	<u>COLUMN</u>	<u>ROW</u>	<u>SCORE</u>
36s	3	69	1 2	1 1
36t	3	70	1 2	2 1
36w	3	73	4 5	2 3
36hh	4	20	1 2	1 1

Curriculum and Instruction

Humanities Sample (N=1493)
Range-- 1-36

High ≥ 25 (N=221)	Median	17.55
Medium 13-24 (1025)	Mean	18.27
Low ≤ 12 (247)	S.D.	5.95

Non-Humanities Sample (N=505)
Range-- 3-36

High ≥ 26 (N=83)	Median	19.44
Medium 14-25 (353)	Mean	19.84
Low ≤ 13 (69)	S.D.	5.72

CONSTRUCT: Research Orientation (Maximum Score = 30)

20. Please respond to the following questions by marking the appropriate space

	<u>YES</u>	<u>NO</u>
e. Have you ever had an article published in a journal in your field?	2	
h. Have you ever been a paid consultant?	2	
l. Have you authored or co-authored a published book?	3	
m. Have you ever applied to an outside agency for a research grant to study a problem in your field?	1	
p. Since you have been teaching have you ever received a stipend or grant from . . .		
. . . your own college (e.g. faculty fellowship)?	1	
. . . a private foundation (e.g. Ford, Danforth), or a professional association?	3	
. . . state or federal agency (e.g. National Endowment for the Humanities)?	3	

21. How would you rate the following as sources of advise on teaching?

	<u>Quite useful</u>	<u>Somewhat Useful</u>
Professional journals	2	1

22. Which professional journal or periodicals do you subscribe to and/or read regularly or occasionally? (List below and indicate which ones you subscribe to, which ones you read regularly, and which ones you read occasionally.)

Subscribe to,	}		
Read regularly,		One or more	One or more
or		Discipline-related	Professional
Read occasionally		Journals = 1	Journals = 1

23. If you had free choice in the matter, how much time would you give to the following?

	<u>MORE THAN NOW</u>	<u>SAME AMOUNT</u>	<u>LESS THAN NOW</u>
Research or professional writing	2		

24. On your most recent working day how many hours did you spend in:

c. Research or professional writing. any # $\geq$ 1 hr. = 2

26. If you had a free summer, what would you do with it?

Do research. 2

Write for publication. 2

29. What has been your affiliation with professional organizations in the past three years?

PRESENTED A PAPER

American Association of University Professors

American Fed. of Teachers (or affiliate)

(1 mark = 2
2 or more = 3)

Nat'l. Education Assoc. (or affiliate)

Other national or regional organizations in your subject area (e.g. American Historical Assoc., National Council of Teachers of English, American Council on Teaching of Foreign Lang.) (Pls. specify): _____

Research Orientation

Print out as one group. Maximum score possible is 30.

<u>ITEM</u>	<u>CARD</u>	<u>COLUMN</u>	<u>ROW</u>	<u>SCORE</u>
20c	2	16	1	2
20n	2	19	1	2
20l	2	23	1	3
20m	2	24	1	1
20p	2	27	1	1
20p	2	28	1	3
20p	2	29	1	3
21	2	36	1 2	2 1
22	2	38	any	1
22	2	39	any	1
23	2	43	1	2
24c	2	57-58		2 Give a 2 score if 21 hour is indicated
26	3	14	3 0	2 2
29	3	31-32	any row	1 mark = 2 2 or more = 3

Research Priorities

Quantities Sample (N=400) Range-- 1-25

High	15-25	(N=223)	Median	9.50
Median	7-14	(N=206)	Mean	10.15
Low	1-6	(N=274)	S.D.	6.12

Non-quantities Sample (N=500) Range-- 1-25

High	15-25	(N= 87)	Median	9.50
Median	7-14	(N=335)	Mean	10.07
Low	1-6	(N= 73)	S.D.	6.14

APPENDIX. SURVEY FOR STUDENTS (Maximum Score = 100)

18. How would you rate each of the following:

	EXCELLENT	GOOD	FAIR	POOR
a. Relations with students	15	15	—	—
b. Your students' enthusiasm for learning	15	15	—	—

19. How would you rate the following as sources of advice on teaching?

	EXCELLENT	GOOD	FAIR	POOR
Students	15	15	—	—

20. If you had a free choice in the matter, how much time would you give to the following?

	EXCEL. TIME	MOD. AMOUNT	NOT TIME WORTH SPENDING
Student-interactive activities class	15	15	—

21. In your next report writing day how many hours will you spend on:

a. Student-interactive activities class. . . . and another 7.5 = 15

22. How do you feel about the following?

	EXCEL. I AGREE	EXCEL. I DISAGREE	MOD. I AGREE	MOD. I DISAGREE	NOT WORTH SPENDING
a. Teaching the Humanities to students is an essential and essential program to different from teaching transfer students	15	15	—	15	15
b. Faculty promotions should be based in part on formal student evaluations of their teachers	15	15	15	—	—
c. Students should not have representation on the governing boards of colleges and universities	15	15	15	—	—
d. The same Humanities courses should be given to Humanities & non-Humanities students (e.g., introductory students, science majors)	15	7.5	15	—	15

- g. Supply curves are different, and different groups are in different quantities.

These figures in Figure 10 are the same as the ones shown in Figure 9, but they are plotted in a different way. The y-axis is now the number of people who are in the different age groups. The x-axis is now the number of people who are in the different age groups. The y-axis is now the number of people who are in the different age groups. The x-axis is now the number of people who are in the different age groups.

Year	1990	1991	1992	1993	1994
1990	100	100	100	100	100
1991	100	100	100	100	100
1992	100	100	100	100	100
1993	100	100	100	100	100
1994	100	100	100	100	100
1995	100	100	100	100	100
1996	100	100	100	100	100
1997	100	100	100	100	100
1998	100	100	100	100	100
1999	100	100	100	100	100
2000	100	100	100	100	100

TABLE 10-100

TABLE 10-100 (continued)

100	100	100	100	100
100	100	100	100	100
100	100	100	100	100

TABLE 10-100 (continued)

100	100	100	100	100
100	100	100	100	100
100	100	100	100	100

Table 1. Summary of the results of the regression analysis for the dependent variable: the number of children in the household (N = 1,000).

Variable	Mean	Standard Deviation	Regression Coefficient	Standard Error	t-Statistic
Constant			1.50	0.10	15.00
Age	30.00	5.00	0.02	0.01	2.00
Gender			0.10	0.05	2.00
Marital Status			0.10	0.05	2.00
Income	10.00	2.00	0.05	0.02	2.50
Education	12.00	2.00	0.05	0.02	2.50
Occupation			0.10	0.05	2.00
Religion			0.10	0.05	2.00
Region			0.10	0.05	2.00

Table 1

Group 1				Group 2			
10	10	10	10	10	10	10	10
20	20	20	20	20	20	20	20
30	30	30	30	30	30	30	30
40	40	40	40	40	40	40	40
50	50	50	50	50	50	50	50
60	60	60	60	60	60	60	60
70	70	70	70	70	70	70	70
80	80	80	80	80	80	80	80
90	90	90	90	90	90	90	90
100	100	100	100	100	100	100	100

1. 2000 年 12 月 31 日 星期五

2. 2000 年 12 月 31 日 星期五

3. 2000 年 12 月 31 日 星期五

4. 2000 年 12 月 31 日 星期五

5. 2000 年 12 月 31 日 星期五

6. 2000 年 12 月 31 日 星期五

7. 2000 年 12 月 31 日 星期五

	2000	2001	2002	2003
1. 2000 年 12 月 31 日 星期五	100	100	100	100
2. 2000 年 12 月 31 日 星期五	100	100	100	100
3. 2000 年 12 月 31 日 星期五	100	100	100	100
4. 2000 年 12 月 31 日 星期五	100	100	100	100
5. 2000 年 12 月 31 日 星期五	100	100	100	100

8. 2000 年 12 月 31 日 星期五

9. 2000 年 12 月 31 日 星期五

10. 2000 年 12 月 31 日 星期五

Attend classes, lectures, seminars +1

• Talk with peers and associates +1

34. What changes in humanities instruction have taken place at your college in the past seven years?

Added or improved course offerings in humanities and fine arts (expanded program). +1

Integrated humanities into interdisciplinary courses (more interdisciplinary programs). +1

More student interest courses; more courses students care about (make courses more relevant). +1

Improved/enlarged facilities and/or materials. +1

More extra curricular courses; films; concerts, etc. . . . +1

35. What changes would you like to see effected?

Added or improved course offerings in humanities and fine arts (expanded program). +2

Integrated humanities into interdisciplinary courses (more interdisciplinary programs). +2

More student interest courses; more courses students care about (make courses more relevant). +2

Improved/enlarged facilities and/or materials. +2

More extra curricular courses; films, concerts, etc. . . . +2

More administrative support for humanities. +2

More student interest and respect for humanities (includes honors classes). +2

36. How do you feel about the following?

STRONGLY
AGREE

SOMEWHAT
AGREE

DON'T KNOW
OR
NO OPINION

SOMEWHAT
DISAGREE

STRONGLY
DISAGREE

d. Teaching the humanities to students in occupational and remedial programs is different from teaching transfer students

—

+1

—

+1

—

ff. The same humanities courses should be given to humanities & non-humanities students (e.g., occup. students, sci. majors)

+1

—

+1

—

	<u>STRONGLY AGREE</u>	<u>SOMEWHAT AGREE</u>	<u>DON'T KNOW OR NO OPINION</u>	<u>SOMEWHAT DISAGREE</u>	<u>STRONGLY DISAGREE</u>
hh. The humanities curricu- lum in my college should be modified	<u>+2</u>	<u>+1</u>	—	—	—
n. Exciting developments are taking place in the humanities	<u>+1</u>	<u>+1</u>	—	—	—
o. The humanities are being diminished in importance in the community college	<u>+1</u>	<u>+1</u>	—	—	—

Concern with Humanities

Print out as one group. Maximum score possible is 51.

<u>ITEM</u> 30e	<u>CARD</u> 3	<u>COLUMN</u> 37	<u>ROW</u> 1	<u>SCORE</u> 3
31	3	39	2	1
			3	1
			4	2
			5	2
			6	3
			7	3
32a	3	40	1	3
			2	1
32b	3	41	1	3
			2	1
32c	3	42	1	3
			2	1
32d	3	43	1	3
			2	1
32e	3	43	1	3
			2	1
33	3	45	2	1
			6	1
			7	1
33	3	46	2	1
			3	1
34	3	47	1	1
			3	1
			9	1
			0	1
			Y	1

Concern with Humanities

<u>ITEM</u>	<u>CARD</u>	<u>COLUMN</u>	<u>ROW</u>	<u>SCORE</u>
35	3	49	1 3 9 0 V	2 2 2 2 2
35	3	50	8 9	2 2
36d	3	54	2 4	1 1
36n	3	64	1 2	1 1
36o	3	65	1 2 4 5	1 1 1 1
36ff	4	18	2 4	1 1
36hh	4	20	1 2	2 1

Concern with Humanities

Humanities Sample (N=1493)

Range-- 12-47

High ≥ 38 (N=214)

Medium 26-37 (1014)

Low ≤ 25 (265)

Median 30.78

Mean 31.11

S.D. 5.73

Non-Humanities Sample (N=505)

Range 11-44

High ≥ 36 (N=65)

Medium 24-35 (362)

Low ≤ 23 (78)

Median 29.07

Mean 29.31

S.D. 5.55

CONSTRUCT: Satisfaction
(Maximum Score = 40, before standardization;
weighted as 100 to eliminate negatives;
with standardized score, maximum is 4)

III-23

19. How would you rate each of the following:	EXCELLENT	GOOD	FAIR	POOR
a. Your salary	1	1	1	1
b. Relations with colleagues	1	1	1	1
c. Relations with students	1	1	1	1
d. Relations with administrators	1	1	1	1
e. Relations with family and friends	1	1	1	1
f. Job security	1	1	1	1
g. Opportunities to be creative	1	1	1	1
h. Feelings about living up to your greatest potential	1	1	1	1
i. Your degree of autonomy	1	1	1	1
j. Freedom to choose textbooks, program and media in your area	1	1	1	1
k. Your students' enthusiasm for learning	1	1	1	1
l. Your working environment in general	1	1	1	1
m. Your life in general	1	1	1	1

20. Five years from now (1980) you might be considering the following positions.
How attractive do they appear to you at this time?

	VERY ATTRACTIVE	MODERATELY ATTRACTIVE	UNATTRACTIVE
f. Any position but this college	1	—	1
h. I would be doing what I'm doing now	1	—	1

21. How do you feel about the following?

	STRONGLY AGREE	MODERATELY AGREE	DON'T KNOW OR OPINION	MODERATELY DISAGREE	STRONGLY DISAGREE
a. Overall, this institution's administration is creative and effective.	1	1	—	1	1
e. I feel considerable personal strain in my commitments to different aspects of my job.	1	1	—	1	1

	Strongly Dislike	Dislike	Like Slightly	Like	Strongly Like
a. Satisfactory opportunities for in-service training are not available at this college.	1	1	—	15	15
b. The administration of my department is not very democratic.	1	1	—	15	15
cc. If I had a chance to retire as dean, I would not choose an academic title.	1	1	—	15	15

[illegible]

1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100
---	---	---	---	---	---	---	---	---	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	----	-----

Table 1

Table 1. Summary of the data.

Table 1. Summary of the data. The data are presented in the following table.

Year	1990	1991	1992	1993	1994	1995
1990	1991	1992	1993	1994	1995	1996
1990	1991	1992	1993	1994	1995	1996

Table 1. Summary of the data. The data are presented in the following table.

Year	1990	1991	1992	1993	1994	1995
1990	1991	1992	1993	1994	1995	1996
1990	1991	1992	1993	1994	1995	1996

TABLE 1. Summary of the results of the regression analysis.

No.	Description of the variable	Regression coefficients			
		Constant	Age	Gender	Education
1	Dependent variable: ...	...	...	...	...
2	...	...	...	...	...
3	...	...	...	...	...
4	...	...	...	...	...
5	...	...	...	...	...
6	...	...	...	...	...
7	...	...	...	...	...
8	...	...	...	...	...
9	...	...	...	...	...
10	...	...	...	...	...
11	...	...	...	...	...
12	...	...	...	...	...
13	...	...	...	...	...
14	...	...	...	...	...
15	...	...	...	...	...
16	...	...	...	...	...
17	...	...	...	...	...
18	...	...	...	...	...
19	...	...	...	...	...
20	...	...	...	...	...
21	...	...	...	...	...
22	...	...	...	...	...
23	...	...	...	...	...
24	...	...	...	...	...
25	...	...	...	...	...
26	...	...	...	...	...
27	...	...	...	...	...
28	...	...	...	...	...
29	...	...	...	...	...
30	...	...	...	...	...
31	...	...	...	...	...
32	...	...	...	...	...
33	...	...	...	...	...
34	...	...	...	...	...
35	...	...	...	...	...
36	...	...	...	...	...
37	...	...	...	...	...
38	...	...	...	...	...
39	...	...	...	...	...
40	...	...	...	...	...
41	...	...	...	...	...
42	...	...	...	...	...
43	...	...	...	...	...
44	...	...	...	...	...
45	...	...	...	...	...
46	...	...	...	...	...
47	...	...	...	...	...
48	...	...	...	...	...
49	...	...	...	...	...
50	...	...	...	...	...
51	...	...	...	...	...
52	...	...	...	...	...
53	...	...	...	...	...
54	...	...	...	...	...
55	...	...	...	...	...
56	...	...	...	...	...
57	...	...	...	...	...
58	...	...	...	...	...
59	...	...	...	...	...
60	...	...	...	...	...
61	...	...	...	...	...
62	...	...	...	...	...
63	...	...	...	...	...
64	...	...	...	...	...
65	...	...	...	...	...
66	...	...	...	...	...
67	...	...	...	...	...
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99	...	...	...	...	...
100	...	...	...	...	...

項目	一	二	三	四	五
1. 調査対象者	○	○	○	○	○
2. 調査対象者の数	○	○	○	○	○
3. 調査対象者の属性	○	○	○	○	○
4. 調査対象者の選定方法	○	○	○	○	○
5. 調査対象者の調査期間	○	○	○	○	○
6. 調査対象者の調査回数	○	○	○	○	○
7. 調査対象者の調査内容	○	○	○	○	○
8. 調査対象者の調査結果	○	○	○	○	○
9. 調査対象者の調査結果の分析	○	○	○	○	○
10. 調査対象者の調査結果の報告	○	○	○	○	○

2010年 中国 企业 社会责任 报告



本报告旨在全面展示企业在2010年度在环境、社会及治理（ESG）方面的表现。报告内容涵盖了从战略规划到具体实施的全过程，力求为利益相关者提供透明、客观的信息。

	环境	社会	治理	综合	总分
环境表现	85	78	92	85	85
社会表现	72	88	85	82	82
治理表现	90	80	95	90	90
综合表现	82	85	90	89	89
总分	82	85	90	89	89



THE UNIVERSITY OF CHICAGO

1	2	3	4	5
1	1	1	1	1
2	2	2	2	2
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8	8	8	8	8
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92	92	92	92	92
93	93	93	93	93
94	94	94	94	94
95	95	95	95	95
96	96	96	96	96
97	97	97	97	97
98	98	98	98	98
99	99	99	99	99
100	100	100	100	100

Functional Potential

<u>ITEM</u>	<u>CARD</u>	<u>COLUMN</u>	<u>ROW</u>	<u>SCORE</u>
37	4	22	2,3, or 6	+1
37	4	23	2,3, or 6	+1
37	4	24	2,3, or 6	+1
37	4	25	2,3, or 6	+1
37	4	26	2,3, or 6	+1
37	4	27	2,3, or 6	+1

Functional Potential

Humanities Sample (N=1493)

Range-- 0-30

High	≥ 24 (N=151)	Medium	19.00
Medium	15-23(1174)	Mean	19.08
Low	≤ 14 (168)	S.D.	3.86

Non-Humanities Sample (N=505)

Range-- 6-29

High	≥ 24 (N=70)	Median	19.58
Medium	15-23(405)	Mean	19.94
Low	≤ 14 (30)	S.D.	3.42

AN ANALYSIS OF HUMANITIES EDUCATION IN TWO-YEAR COLLEGES:

PHASE II -- THE FACULTY

1975-1976

Center for the Study of Community Colleges

Los Angeles

IV. RESPONSES TO THE SURVEY

Arthur M. Cohen Florence B. Brewer

Following is a tabulation of the 1493 humanities instructors' responses to each item in the Faculty Survey. The figures show percent of the total group responding to each question except for the Values Scale (p. 17) where the median ranking accorded each value is listed.

This Project is funded by a grant from the National Endowment for the Humanities, a Federal agency established by the Congress of the United States of America to promote research, education and public activity in the humanities.

1. What is your present principal teaching field?

Art	6.91
Anthropology	2.0
Foreign Language	14.1
History	16.5
Law/Government	9.3
Lib. Arts/Hum. Theater	7.4
Literature	27.2
Music	6.0
Philosophy	4.7
Religious Studies	2.0
Social Studies/Cult- ural Geog/Ethnic Studies	3.1

2. Were you ever a student in a community/junior college?

Yes 25.15

No 74.1

N/A .7

4. At what type of school did you receive your degrees and/or certificate? (Please indicate for each degree held the type of school)

	ASSOCIATE DEGREE	TECHNICAL CERTIFICATE	TECHNICAL DEGREE	MASTER DEGREE	DOCTORAL DEGREE
TECHNICAL INSTITUTE	.35	.35	.56	.35	.09
JUNIOR/COMMUNITY COLLEGE	11.7	.6	1.1	.6	.1
PUBLIC FOUR-YEAR COLLEGE OR UNIVERSITY	1.1	.7	55.3	54.5	6.1
INTERNATIONAL COLLEGE OR UNIVERSITY	.6	.2	22.6	11.7	1.7
PRIVATE, NON-SECTARIAN COLLEGE OR UNIVERSITY	.6	.6	17.3	21.9	3.6
OTHER	.5	.6	.6	.7	.3

6.6. What was your graduate major(s)?

Agriculture/Forestry	1	Business	10.0
Architecture/Design	1.0	Chemistry	1.0
Art	0.0	Communications	1.0
Anthropology	1.0	Geography	1.0
Business	1.0	History	1.0
Criminology	1.0	International Studies	1.0
Education	10.0	Journalism	1.0
Engineering	1	Law	1.0
Foreign Language	10.0	Liberal Arts	1.0
Geography	1.0	Mathematics	1.0
Healthcare/Pharmacy	1.0	Philosophy	1.0
Health	1	Political Science	1.0
History	10.0	Psychology	1.0
Industrial Arts	1	Sociology	1.0
Law	1.0	Statistics	1.0
		Writing/Editing	1.0
		Other	1.0

1. Which of the following degrees are you currently holding?

Associate Degree	.00	Bachelor's Degree	1.00
Master's Degree	.00	Doctoral Degree	0.00
Postgraduate Degree	.00	None	0.00

2. What year did you graduate? 1990 1.00

3. What year did you graduate?

1980-1984	1.00
1985-1989	0.00
1990-1994	0.00
1995-1999	0.00
2000-2004	0.00
2005-2009	0.00
2010-2014	0.00
2015-2019	0.00
2020-2024	0.00
2025 or later	0.00

4. What year did you graduate?

1980-1984	0.00
1985-1989	0.00
1990-1994	0.00
1995-1999	0.00
2000-2004	0.00
2005-2009	0.00
2010-2014	0.00
2015-2019	0.00
2020-2024	0.00
2025 or later	0.00

5. Which of the following degrees are you currently holding?

1980-1984	1985-1989	1990-1994	1995-1999	2000-2004	2005-2009
0.00	0.00	0.00	0.00	0.00	0.00

		1990							1991
		1990	1991	1992	1993	1994	1995	1996	1997
1. Net income before income taxes		100.00	100.00	100.00	100.00	100.00	100.00	100.00	100.00
	Income tax expense	(10.00)	(10.00)	(10.00)	(10.00)	(10.00)	(10.00)	(10.00)	(10.00)
	Income tax benefit	(10.00)	(10.00)	(10.00)	(10.00)	(10.00)	(10.00)	(10.00)	(10.00)
	Income tax expense	(10.00)	(10.00)	(10.00)	(10.00)	(10.00)	(10.00)	(10.00)	(10.00)
	Income tax benefit	(10.00)	(10.00)	(10.00)	(10.00)	(10.00)	(10.00)	(10.00)	(10.00)
2. Net income after income taxes		80.00	80.00	80.00	80.00	80.00	80.00	80.00	80.00
3. Net income after income taxes		80.00	80.00	80.00	80.00	80.00	80.00	80.00	80.00
	Income tax expense	(10.00)	(10.00)	(10.00)	(10.00)	(10.00)	(10.00)	(10.00)	(10.00)
	Income tax benefit	(10.00)	(10.00)	(10.00)	(10.00)	(10.00)	(10.00)	(10.00)	(10.00)
	Income tax expense	(10.00)	(10.00)	(10.00)	(10.00)	(10.00)	(10.00)	(10.00)	(10.00)
	Income tax benefit	(10.00)	(10.00)	(10.00)	(10.00)	(10.00)	(10.00)	(10.00)	(10.00)
4. Net income after income taxes		70.00	70.00	70.00	70.00	70.00	70.00	70.00	70.00

10. Net income after income taxes

100 10.00 80 10.00 70 10.00 60 10.00 50 10.00 40 10.00 30 10.00 20 10.00 10 10.00

1. Net income before income taxes		100	10.00
Income tax expense		10	1.00
Income tax benefit		10	1.00
Income tax expense		10	1.00

2. Net income after income taxes		80	8.00
Income tax expense		10	1.00
Income tax benefit		10	1.00
Income tax expense		10	1.00
Income tax benefit		10	1.00

3. Net income after income taxes		70	7.00
Income tax expense		10	1.00
Income tax benefit		10	1.00
Income tax expense		10	1.00
Income tax benefit		10	1.00

1. 2000年1月1日以前に作成されたもの

2000年1月1日以前に作成されたもの

2. 2000年1月1日から2000年12月31日まで作成されたもの

2000年1月1日から2000年12月31日まで作成されたもの

3. 2001年1月1日から2001年12月31日まで作成されたもの

2001年1月1日から2001年12月31日まで作成されたもの

4. 2002年1月1日から2002年12月31日まで作成されたもの

2002年1月1日から2002年12月31日まで作成されたもの

(1) 2000年1月1日以前に作成されたもの

2000年1月1日以前に作成されたもの

(2) 2000年1月1日から2000年12月31日まで作成されたもの

2000年1月1日から2000年12月31日まで作成されたもの

(3) 2001年1月1日から2001年12月31日まで作成されたもの

2001年1月1日から2001年12月31日まで作成されたもの

(4) 2002年1月1日から2002年12月31日まで作成されたもの

2002年1月1日から2002年12月31日まで作成されたもの

(5) 2003年1月1日から2003年12月31日まで作成されたもの

2003年1月1日から2003年12月31日まで作成されたもの

(6) 2004年1月1日から2004年12月31日まで作成されたもの

2004年1月1日から2004年12月31日まで作成されたもの

(7) 2005年1月1日から2005年12月31日まで作成されたもの

2005年1月1日から2005年12月31日まで作成されたもの

(8) 2006年1月1日から2006年12月31日まで作成されたもの

2006年1月1日から2006年12月31日まで作成されたもの

(9) 2007年1月1日から2007年12月31日まで作成されたもの

2007年1月1日から2007年12月31日まで作成されたもの

(10) 2008年1月1日から2008年12月31日まで作成されたもの

2008年1月1日から2008年12月31日まで作成されたもの

(11) 2009年1月1日から2009年12月31日まで作成されたもの

2009年1月1日から2009年12月31日まで作成されたもの

(12) 2010年1月1日から2010年12月31日まで作成されたもの

2010年1月1日から2010年12月31日まで作成されたもの

(13) 2011年1月1日から2011年12月31日まで作成されたもの

2011年1月1日から2011年12月31日まで作成されたもの

Table 1. Summary of the results of the regression analysis.

	Model 1	Model 2	Model 3
1. Constant	1.00	1.00	1.00
2. Age	0.00	0.00	0.00
3. Sex	0.00	0.00	0.00
4. Education	0.00	0.00	0.00
5. Income	0.00	0.00	0.00
6. Health	0.00	0.00	0.00
7. Family size	0.00	0.00	0.00
8. Social capital	0.00	0.00	0.00
9. Trust	0.00	0.00	0.00
10. Civic participation	0.00	0.00	0.00
11. Political participation	0.00	0.00	0.00
12. Volunteering	0.00	0.00	0.00
13. Donating	0.00	0.00	0.00
14. Attending meetings	0.00	0.00	0.00
15. Signing petitions	0.00	0.00	0.00
16. Contacting officials	0.00	0.00	0.00
17. Attending town hall meetings	0.00	0.00	0.00
18. Attending school board meetings	0.00	0.00	0.00
19. Attending church meetings	0.00	0.00	0.00
20. Attending neighborhood meetings	0.00	0.00	0.00
21. Attending city council meetings	0.00	0.00	0.00
22. Attending city commission meetings	0.00	0.00	0.00
23. Attending city department meetings	0.00	0.00	0.00
24. Attending city committee meetings	0.00	0.00	0.00
25. Attending city board meetings	0.00	0.00	0.00
26. Attending city agency meetings	0.00	0.00	0.00
27. Attending city office meetings	0.00	0.00	0.00
28. Attending city department meetings	0.00	0.00	0.00
29. Attending city commission meetings	0.00	0.00	0.00
30. Attending city department meetings	0.00	0.00	0.00
31. Attending city committee meetings	0.00	0.00	0.00
32. Attending city board meetings	0.00	0.00	0.00
33. Attending city agency meetings	0.00	0.00	0.00
34. Attending city office meetings	0.00	0.00	0.00
35. Attending city department meetings	0.00	0.00	0.00
36. Attending city commission meetings	0.00	0.00	0.00
37. Attending city department meetings	0.00	0.00	0.00
38. Attending city committee meetings	0.00	0.00	0.00
39. Attending city board meetings	0.00	0.00	0.00
40. Attending city agency meetings	0.00	0.00	0.00
41. Attending city office meetings	0.00	0.00	0.00
42. Attending city department meetings	0.00	0.00	0.00
43. Attending city commission meetings	0.00	0.00	0.00
44. Attending city department meetings	0.00	0.00	0.00
45. Attending city committee meetings	0.00	0.00	0.00
46. Attending city board meetings	0.00	0.00	0.00
47. Attending city agency meetings	0.00	0.00	0.00
48. Attending city office meetings	0.00	0.00	0.00
49. Attending city department meetings	0.00	0.00	0.00
50. Attending city commission meetings	0.00	0.00	0.00
51. Attending city department meetings	0.00	0.00	0.00
52. Attending city committee meetings	0.00	0.00	0.00
53. Attending city board meetings	0.00	0.00	0.00
54. Attending city agency meetings	0.00	0.00	0.00
55. Attending city office meetings	0.00	0.00	0.00
56. Attending city department meetings	0.00	0.00	0.00
57. Attending city commission meetings	0.00	0.00	0.00
58. Attending city department meetings	0.00	0.00	0.00
59. Attending city committee meetings	0.00	0.00	0.00
60. Attending city board meetings	0.00	0.00	0.00
61. Attending city agency meetings	0.00	0.00	0.00
62. Attending city office meetings	0.00	0.00	0.00
63. Attending city department meetings	0.00	0.00	0.00
64. Attending city commission meetings	0.00	0.00	0.00
65. Attending city department meetings	0.00	0.00	0.00
66. Attending city committee meetings	0.00	0.00	0.00
67. Attending city board meetings	0.00	0.00	0.00
68. Attending city agency meetings	0.00	0.00	0.00
69. Attending city office meetings	0.00	0.00	0.00
70. Attending city department meetings	0.00	0.00	0.00
71. Attending city commission meetings	0.00	0.00	0.00
72. Attending city department meetings	0.00	0.00	0.00
73. Attending city committee meetings	0.00	0.00	0.00
74. Attending city board meetings	0.00	0.00	0.00
75. Attending city agency meetings	0.00	0.00	0.00
76. Attending city office meetings	0.00	0.00	0.00
77. Attending city department meetings	0.00	0.00	0.00
78. Attending city commission meetings	0.00	0.00	0.00
79. Attending city department meetings	0.00	0.00	0.00
80. Attending city committee meetings	0.00	0.00	0.00
81. Attending city board meetings	0.00	0.00	0.00
82. Attending city agency meetings	0.00	0.00	0.00
83. Attending city office meetings	0.00	0.00	0.00
84. Attending city department meetings	0.00	0.00	0.00
85. Attending city commission meetings	0.00	0.00	0.00
86. Attending city department meetings	0.00	0.00	0.00
87. Attending city committee meetings	0.00	0.00	0.00
88. Attending city board meetings	0.00	0.00	0.00
89. Attending city agency meetings	0.00	0.00	0.00
90. Attending city office meetings	0.00	0.00	0.00
91. Attending city department meetings	0.00	0.00	0.00
92. Attending city commission meetings	0.00	0.00	0.00
93. Attending city department meetings	0.00	0.00	0.00
94. Attending city committee meetings	0.00	0.00	0.00
95. Attending city board meetings	0.00	0.00	0.00
96. Attending city agency meetings	0.00	0.00	0.00
97. Attending city office meetings	0.00	0.00	0.00
98. Attending city department meetings	0.00	0.00	0.00
99. Attending city commission meetings	0.00	0.00	0.00
100. Attending city department meetings	0.00	0.00	0.00

Table 1. Summary of the results of the regression analysis for the dependent variable: <i>Perceived organizational support</i>				
Model	Adjusted R ²	F	df	p
Model 1	0.12	1.25	1, 100	0.27
Model 2	0.18	1.50	2, 100	0.23
Model 3	0.25	1.75	3, 100	0.16
Model 4	0.32	2.00	4, 100	0.11
Model 5	0.38	2.25	5, 100	0.08
Model 6	0.45	2.50	6, 100	0.04
Model 7	0.52	2.75	7, 100	0.02
Model 8	0.58	3.00	8, 100	0.01
Model 9	0.65	3.25	9, 100	0.00
Model 10	0.72	3.50	10, 100	0.00

Table 2. Summary of the results of the regression analysis for the dependent variable: <i>Perceived organizational support</i>				
Model	Adjusted R ²	F	df	p
Model 1	0.12	1.25	1, 100	0.27
Model 2	0.18	1.50	2, 100	0.23
Model 3	0.25	1.75	3, 100	0.16
Model 4	0.32	2.00	4, 100	0.11
Model 5	0.38	2.25	5, 100	0.08
Model 6	0.45	2.50	6, 100	0.04
Model 7	0.52	2.75	7, 100	0.02
Model 8	0.58	3.00	8, 100	0.01
Model 9	0.65	3.25	9, 100	0.00
Model 10	0.72	3.50	10, 100	0.00

23. if you had free choice in the matter, how much time would you give the following?

	<u>MORE THAN NOW</u>	<u>THE SAME AMOUNT</u>	<u>LESS THAN NOW</u>	<u>N/A</u>
Classroom instruction	28.7%	55.5	13.7	2.1
Your own graduate education	52.7	37.5	3.5	6.3
Research or professional writing	61.0	32.0	3.7	3.3
Administrative activities	8.4	48.6	36.9	6.1
Professional association work	16.5	65.0	13.2	5.3
Community service	30.7	61.0	5.3	3.0
Personal affairs	42.6	52.8	1.9	2.7
Student interaction outside class	48.9	47.4	1.5	2.1
Conferring with colleagues	41.4	53.4	2.9	2.3
Reading student papers or tests	13.1	66.9	17.6	2.4
Planning instruction	47.1	48.4	2.4	2.1
Presenting recitals or lectures outside of class	37.0	52.8	6.2	4.1

24. On your most recent working day
how many hours did you spend in:

	<u>0-1</u>	<u>1+</u>	<u>2+</u>	<u>3+</u>	<u>4+</u>	<u>5+</u>	<u>6+</u>	<u>7+</u>	<u>8+</u>	<u>9+</u>	<u>10+</u>
a. Classroom instruction	4.3	5.0	12.6	39.0	18.8	10.4	5.1	1.7	1.3	0.6	1.2
b. Your own graduate education	81.1	7.4	5.4	3.5	0.9	0.7	0.5	0.1	0.1	--	0.3
c. Research or professional writing	73.1	10.6	9.6	3.2	1.7	0.9	0.3	0.1	0.1	0.1	0.4
d. Administrative activities (including committee work)	48.2	26.3	13.0	5.0	2.7	1.7	1.4	0.7	0.6	0.1	0.3
e. Professional association work	89.4	7.3	2.0	0.7	0.3	0.2	0.1	--	0.1	--	--
f. Community service	74.1	14.9	6.7	2.9	0.6	0.2	0.2	0.2	0.1	--	0.1
g. Personal affairs	32.3	16.3	20.1	12.3	7.8	4.0	2.5	0.8	1.7	0.3	1.9
h. Student interaction outside class	36.9	38.7	17.3	5.0	1.4	0.3	0.3	--	0.1	--	--
i. Informal interaction with colleagues	46.7	43.3	7.8	1.5	0.3	0.1	0.1	--	--	--	0.2
j. Reading student papers or tests	39.2	27.6	21.0	6.8	2.7	1.7	0.6	0.1	0.1	--	0.1
k. Planning instruction	27.5	35.4	25.2	7.5	2.4	1.0	0.7	--	0.1	--	0.1

25a. Would you like to take steps toward professional development in the next five years?

YES 85.9% NO, I'VE GONE AS FAR AS I CAN 12.9% N/A 1.2%

If "yes":

25b. Which of the following most appeals to you?

ENROLL IN COURSES IN A UNIV.	32.4%
PH.D. OR ED.D.	33.8
DOCTOR OF ARTS	6.7
MASTERS DEGREE	7.6
ENROLL IN IN-SERVICE COURSES AT YOUR COLLEGE	9.4
OTHER	20.0
N/A	.7

26. If you had a free summer, what would you do with it?

Travel	52.8%
Take classes/read/study	33.3
Recreation/rest	17.4
Write for publication	14.1
Do research	8.7
Work on advanced degree	8.2
Create/perform/ paint	7.6
Work as teacher/prepare classes	6.5
Attend professional workshops	1.7
Work at trade	1.3
All other	.2
N/A	3.9

27. What type of training would you seek before teaching if you were to begin all over again?

DO THE SAME	33.2%
STUDY HUMANITIES	11.6
DO MORE STUDENT TEACHING	9.2
TAKE MORE TEACHING METHODS COURSES	9.1
GET HIGHER DEGREE	5.8
TAKE MORE PSYCHOLOGY/ DEVELOPMENTAL COURSES	5.6
ACQUIRE BUSINESS/TECHNICAL SKILLS	4.6
STUDY SOCIAL SCIENCE	3.3
GO TO LAW OR MED. SCHOOL	3.0
TAKE FEWER EDUCATION COURSES	2.4
LESS EMPHASIS ON SPECIALIZED TRAINING	2.3
STUDY MATH OR SCIENCE	1.9
PREPARE FOR COMMUNITY COLLEGE	1.1
NOT TEACH	1.1
GO TO A DIFFERENT COLLEGE	1.0
WOULD NOT GET HIGHER DEGREE	.1
ALL OTHERS	4.8
NO ANSWER	11.5

28. Five years from now you might be considering the following positions. How attractive do they appear to you at this time?

	<u>VERY ATTRACTIVE</u>	<u>SOMEWHAT ATTRACTIVE</u>	<u>UN- ATTRACTIVE</u>	<u>N/A</u>
A faculty position at a four-year college or university	39.0%	36.2	18.8	6.0
A faculty position at another community or junior college	20.5	40.8	32.0	6.7
An administrative position in a community or junior college	13.7	24.4	55.2	6.7
A position in a professional association	5.5	24.7	62.7	7.1
A school outside the United States	22.7	37.9	32.6	6.8
Any position but this college	4.0	13.6	66.2	11.2
A non-teaching, non-academic position	7.6	25.3	59.3	7.8
I would be doing what I'm doing now	37.9	40.2	14.4	7.5
I have no idea	4.7	8.8	47.4	39.2

29. What has been your affiliation with professional organizations in the past three years?

	<u>NONE</u>	<u>ONE</u>	<u>TWO</u>	<u>THREE</u>	<u>FOUR</u>	<u>FIVE</u>	<u>SIX</u>	<u>SEVEN</u>
Member	22.3	27.1	23.9	15.9	7.6	2.1	.6	.3
Attended a Regional/National Meeting	54.9	24.2	12.9	5.9	1.7	.3	.1	---
Presented a Paper	90.4	8.1	.9	.3	.2	---	.1	---

30. How would you rate the qualities that students should gain from a two-year college education?

	<u>VERY IMPORTANT</u>	<u>LESS IMPORTANT</u>	<u>N/A</u>
a. Knowledge and skill directly applicable to their careers	76.9%	21.0	2.1
b. An understanding and mastery of some academic discipline	63.6	34.2	2.3
c. Preparation for further formal education	80.4	17.5	2.1
d. Self-knowledge and a personal identity	89.0	9.2	1.7
e. Aesthetic awareness	76.8	21.1	2.1
f. Knowledge of and interest in community and world problems	83.3	14.9	1.9

31. How many humanities courses do you think students in two-year occupational programs should be required to take?

<u>NONE</u>	<u>ONE</u>	<u>TWO</u>	<u>THREE</u>	<u>FOUR</u>	<u>FIVE</u>	<u>SIX OR MORE</u>	<u>NO OPINION</u>
1.7%	2.1	10.7	13.2	22.4	9.1	34.6	6.1

32. The humanities can be offered through other than course-related presentation. Do you think there are too few, sufficient, or too many of these activities open to students at your college?

	<u>TOO FEW</u>	<u>SUFFICIENT</u>	<u>TOO MANY</u>	<u>DON'T KNOW-N/A</u>
a. Colloquiums and Seminars	69.3	18.1	.9	11.7
b. Lectures	51.7	35.9	4.2	9.2
c. Exhibits	56.6	33.9	.8	8.7
d. Concerts and Recitals	54.9	36.3	.8	8.0
e. Films	41.7	45.9	4.4	8.0

33. How do you experience the humanities other than through your teaching?

Visit museums/ concerts/ theater	58.65
Read	50.0
Records/TV/radio	21.0
Attend classes/ lectures/seminars	18.6
Participate in fine arts groups	15.7
Everyday experience	15.5
Talk with peers	14.9
Travel	14.1
Community service/ Church work	9.8
All others	.3
N/A	12.1

34. What changes in humanities have taken place at your college in the past seven years?

Added/Improved humanities courses	20.19
Improved facilities/materials	6.4
Integrated humanities into interdisciplinary courses	3.5
More emphasis on individual development/seminars	0.3
Improved teaching techniques	0.1
More extra curricular courses	0.6
More student interest	3.3
Added ethnic studies	0.9
Better teachers	1.6
Added/Improved social science courses	1.4
More student participation in program planning	1.0
Lowered standards to meet needs of slower students	.6
Improve teaching techniques	.6
All other positive changes	1.7
Fewer humanities courses	0.6
De-emphasis of importance	3.0
Lowered standards	1.0
Decline in student interest	1.5
Lowered required number of courses	1.3
Drop in dollar support	.5
Little or no change	10.0
All other negative changes	.8
No answer	31.8

25. What changes would you like to see effected?

added/improved computer courses	25.0
improved facilities	15.0
added/improved lab courses	10.0
new office computer courses	10.0
improved facilities/ventilation	5.0
new software in computer	5.0
development/ventilation	5.0
improved teaching techniques	5.0
new student personnel courses	5.0
improve teaching conditions	5.0
new office, support for computers	5.0
new computer & ventilation	5.0
computer/office basic office	5.0
new student personnel/courses	5.0
for the computers	5.0
better teachers	5.0
added/improved social science	5.0
added office studies	5.0
new student participation in	5.0
program planning	5.0
new funding in ventilation	5.0
better office better program	5.0
improved standards for student	5.0
students	5.0
special courses for computer	5.0
teachers	5.0
all other positive changes	5.0
all other negative changes	5.0
no answer	5.0

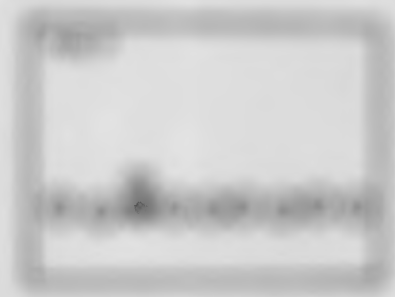
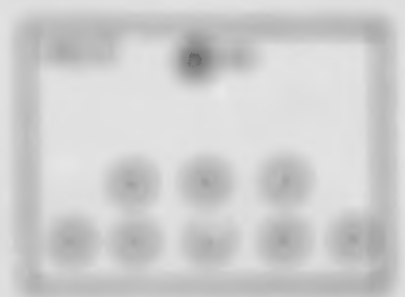
2. **Summary of the Data for the Survey**

	Percentage of Total	Percentage of Total	Percentage of Total	Percentage of Total	Percentage of Total
1. What is the main reason for the increase in the number of people who are taking the survey?	15.0	15.0	15.0	15.0	15.0
2. What is the main reason for the decrease in the number of people who are taking the survey?	15.0	15.0	15.0	15.0	15.0
3. What is the main reason for the increase in the number of people who are taking the survey?	15.0	15.0	15.0	15.0	15.0
4. What is the main reason for the decrease in the number of people who are taking the survey?	15.0	15.0	15.0	15.0	15.0
5. What is the main reason for the increase in the number of people who are taking the survey?	15.0	15.0	15.0	15.0	15.0
6. What is the main reason for the decrease in the number of people who are taking the survey?	15.0	15.0	15.0	15.0	15.0
7. What is the main reason for the increase in the number of people who are taking the survey?	15.0	15.0	15.0	15.0	15.0
8. What is the main reason for the decrease in the number of people who are taking the survey?	15.0	15.0	15.0	15.0	15.0
9. What is the main reason for the increase in the number of people who are taking the survey?	15.0	15.0	15.0	15.0	15.0
10. What is the main reason for the decrease in the number of people who are taking the survey?	15.0	15.0	15.0	15.0	15.0
11. What is the main reason for the increase in the number of people who are taking the survey?	15.0	15.0	15.0	15.0	15.0
12. What is the main reason for the decrease in the number of people who are taking the survey?	15.0	15.0	15.0	15.0	15.0
13. What is the main reason for the increase in the number of people who are taking the survey?	15.0	15.0	15.0	15.0	15.0
14. What is the main reason for the decrease in the number of people who are taking the survey?	15.0	15.0	15.0	15.0	15.0
15. What is the main reason for the increase in the number of people who are taking the survey?	15.0	15.0	15.0	15.0	15.0
16. What is the main reason for the decrease in the number of people who are taking the survey?	15.0	15.0	15.0	15.0	15.0
17. What is the main reason for the increase in the number of people who are taking the survey?	15.0	15.0	15.0	15.0	15.0
18. What is the main reason for the decrease in the number of people who are taking the survey?	15.0	15.0	15.0	15.0	15.0
19. What is the main reason for the increase in the number of people who are taking the survey?	15.0	15.0	15.0	15.0	15.0
20. What is the main reason for the decrease in the number of people who are taking the survey?	15.0	15.0	15.0	15.0	15.0

10. *Diagrama de dispersão de pontos aleatórios em um plano*

Seja $X_1, X_2, \dots, X_n$ uma amostra aleatória de n pontos aleatórios em um plano, com densidade de probabilidade $f(x, y)$. Considere o seguinte diagrama de dispersão de pontos aleatórios em um plano:

	1	2	3	4	5	6	7
1	1	1	1	1	1	1	1
2	1	1	1	1	1	1	1
3	1	1	1	1	1	1	1
4	1	1	1	1	1	1	1
5	1	1	1	1	1	1	1
6	1	1	1	1	1	1	1
7	1	1	1	1	1	1	1



Item	Value	Description
1.00	100.00	Initial deposit
2.00	200.00	Transfer from account A
3.00	300.00	Transfer from account B
4.00	400.00	Transfer from account C
5.00	500.00	Transfer from account D
6.00	600.00	Transfer from account E
7.00	700.00	Transfer from account F
8.00	800.00	Transfer from account G
9.00	900.00	Transfer from account H
10.00	1000.00	Transfer from account I
11.00	1100.00	Transfer from account J
12.00	1200.00	Transfer from account K
13.00	1300.00	Transfer from account L
14.00	1400.00	Transfer from account M
15.00	1500.00	Transfer from account N
16.00	1600.00	Transfer from account O
17.00	1700.00	Transfer from account P
18.00	1800.00	Transfer from account Q
19.00	1900.00	Transfer from account R
20.00	2000.00	Transfer from account S

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PREFACE

they were fine teachers but a few noted that they "don't know how to teach" or "they are unable to relate to students."

Sex and Ethnicity

Affirmative Action seems to be taking hold only slowly. We found a ratio of two to one of males over females, rather a constant with that ratio reported in earlier studies. There are very few ethnic minorities teaching Humanities; 2.6% Blacks, 1.9% Chicanos, less than 1% Orientals. In new colleges--those opened in the past five years--a higher percentage of the faculty is female and/or younger than in older institutions but ethnic minorities are not represented there to any greater degree. The faculty themselves are strongly against preferential hiring for women and/or minorities at their own college (60.9% against to 23.8% for).

Full/Part Time

We particularly wanted to get information about the differences between full-time and part-time faculty members. We found part-timers to be highly represented in religious studies, foreign languages, and art. This is probably because local ministers frequently teach religious studies; teachers from the local high schools often teach English as a Second Language; and artists who work at other pursuits may teach art history. Only two-thirds of the part-timers are employed elsewhere. This suggests that many retired people teach one or two courses or that young people try to get into full-time teaching at the same time that they complete their graduate studies at a nearby university. The latter point is confirmed by the fact that nearly half the part-timers are age 35 or

younger. Colleges in the South tend to be heavily weighted toward full-time faculty members. The large Western institutions are heaviest in part-timers.

Demographics

Slightly more than one-third of our humanities respondents reported that over 200 books were in the homes in which they had been raised; about one-fourth attested to 26-100 books; and 19%, 101-200. Since the number of books in the home has been found to correlate highly with socio-economic status, one would assume that most of our instructors come from at least average socio-economic levels.

Several other items in the faculty questionnaire were devoted to individual experiences. One of the more interesting findings was that over 40% of the respondents had been neither instructors nor administrators in secondary schools. Of those who had, the greatest number indicated 5-10 years in those institutions. One-two years was the most popular period for the 10% who had been involved in a four-year college or university beyond the level of teaching or research assistant. The 5-10 year time span was the most popular number of years respondents had worked in their current institutions, with 3-4 years running second. Only one-third of our respondents had been or were currently department or division chairpersons. A few (19%) claimed directorship of such specialized programs as ethnic studies, while still fewer had served as administrators (16%).

Several studies have maintained that two-year college instructors spend significantly more time in the classroom than do their four-year

counterparts. Although the time spent in the classroom hardly accounts for the total faculty work load, it is an indicator of some interest. Two National Education Association reports, for example, show a mean centering at 17 hours--even though these reports were disseminated seven years apart (1964-1971). At any rate, our own results as of spring, 1975 suggest that humanities instructors now spend somewhat less time in classroom instruction. Almost one-third reported 13-15 hours of classroom teaching, while 17.1% indicated 10-12 hours and 13.2% 15-18 hours.

Either overwhelmingly large or unusually small respondent agreement was generated in terms of other experiences. For example, 76% indicated that in the past three years they had attended an off-campus conference or symposium related to teaching, 73% used a syllabus for teaching their courses, and 93% said they had revised their syllabus and/or teaching objectives in the past three years. On the other hand, only a few had done a student teaching assignment in a two-year college or authored or co-authored a published book. Eight percent had received a stipend or grant from a private foundation (e.g., Ford or Danforth), although over 16% had received such assistance from their college and 16% from a state or federal government agency, such as the National Endowment for the Humanities.

Faculty Development

What is the outlook for in-service training and faculty development? People who want further preparation apparently want it for different reasons. Some seem to feel that further preparation will make them better instructors--there was a high correlation between the Curriculum and Instruction and Concern for Student constructs and the construct, Preference for Further

Preparation. However there is also a high correlation between those who want further preparation and those who see the university as a reference group to be emulated. Perhaps they feel the doctoral degree will bring them closer to their role models.

Reference Groups

We were particularly interested in determining who the two-year college faculty see as their role models. The way one conducts his/her personal and professional life is in part dependent on his/her role models. The dominant reference group affects professional orientation. We asked questions regarding the respondents' ratings of eight designated reference groups as sources of advice on teaching and found that "quite useful" was attributed to colleagues by 53%, to students by 43%, and to department chairpersons by 30%. Professional journals, university professors, and, again, students, were seen by over 45% as somewhat useful, while over 45% saw high school teachers and college administrators as not very useful.

Asked also were questions regarding the types of positions that would appear attractive to the respondents five years hence--for example, would they like to be teaching in a four-year college or university? We found that the instructors who look to the university as their reference group are chiefly those who have not been teaching in the two-year college very long. They think that people with doctoral degrees are more capable or knowledgeable. Their orientation toward their academic discipline is stronger. This construct is weighted by the large number of young part-timers in it, those who are still attending a graduate degree-granting institution.

Concern for Students, Humanities, and Curriculum

We also attempted to determine the depth of the faculty's Concern for Students, Humanities, and Curriculum and Instruction. Their attitudes toward students were collected from such items as "How would you rate the qualities that students should gain from a two-year college education?" and "On your most recent working day how many hours did you spend in student interaction outside class?" We found a high correlation between the satisfied faculty and those with a high concern for students. Those with a high concern for students were also interested in further preparation and in curriculum and instruction. In short, these constructs meshed to give a picture of a well-functioning, concerned two-year college instructor who differs from his counterparts at secondary schools or universities.

Most humanities instructors seem to have a definite sense of relationship with their students. In order of importance, they rank the following qualities as very important for students to gain: self-knowledge and a personal identity, knowledge of and interest in community and world problems, preparation for further formal education, knowledge and skills directly applicable to their careers, aesthetic awareness, and, finally, an understanding and mastery of some academic discipline.

When given a choice of "none" to "six or more" humanities courses that they believe two-year occupational students should take, over one-third of the respondents opt for the most courses--six or more--while four courses is suggested by almost one-fourth of the group.

When it comes to other than course-related presentations in the humanities, and when given a choice of selecting "too few," "sufficient," or "too many" in describing the activities open to students at their schools,

the respondents put most presentations in the "too few" group. Rated as "sufficient," in order of degree, are films, concerts and recitals, lectures, exhibits, and colloquia and seminars.

Concern with the Humanities was assessed through the use of such items as "How do you experience the Humanities other than through your teaching?" and "What changes in Humanities instruction have taken place at your college in the past seven years?" These faculty members with a high concern for the Humanities are low on Satisfaction and low on Concern for Students. Their disciplinary orientation tends to be paramount.

In a free-response question asking about conditions in the participant's institution within the past seven years, fourteen positive and eight negative curricular and extra-curricular changes were indicated. "Added/Improved Humanities courses" accounted for the highest aggregate scores (29%) and "Little or no change" the next highest (11%). When asked what changes they would like to see effected, almost one-third indicated the addition and/or improvement of Humanities courses; integrating the Humanities into interdisciplinary courses and more extra-curricular courses were also indicated by sizeable numbers.

Future Plans

When asked what they would do if they had a free choice in the matter, over 50% of the respondents indicated they would give more time to their graduate education, and to research or professional writing. Student interaction outside class, personal affairs, and planning instruction were selected by 42-51%. Over one-third reported they would spend less time than they now do in administrative affairs.

dream off (200) and that gives me and the very old child
 like to have these things professional development. In order of importance,
 these things are to get a Ph.D. or M.A., enroll in courses in a university,
 enroll in to-service courses at their college, get a master's degree, and get
 a doctor of arts degree. If they had a free career, spending all their
 time studying/studying would not be a problem.

Personality Dimensions

Faculty attitudes and personality characteristics are often explored
 in studies of college faculties. Indeed, there is a plethora of references
 regarding age, tenure length, preparation experience, and degree title, and a
 variety of external predictors to feelings of satisfaction, personal responsibility,
 and other personality dimensions. To address this literature, we have attempted
 to answer certain questions regarding attitudes and efforts. Do attitudes, for
 related are our 1400 subjects to the significant others in their lives?
 Does the level of satisfaction vary with different working conditions? We address
 these questions from the standpoint of satisfaction, personal responsibility, and
 external effort.

Satisfaction

Most reports about satisfaction are based on the measurement of business
 and employment. Accordingly, they usually center on either satisfaction with the
 working environment or the quality of work, typically in large industries. Not
 just satisfaction is an issue that troubles everyone, and this applies to the
 educational environment as well as to business and industry. Indeed, we believe
 that satisfaction persists not only as a reaction to the world of work but also
 as a reflection of a basic personality characteristic. It is possible that it

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Group Cohesion

Group cohesion, or relatedness to special reference groups, is another personality variable that describes our sample population. The findings here point to the humanities instructors' feelings of affiliation with the following reference groups, from most related to least: their group of friends, then family, other instructors in their field, most instructors at their school, teacher organizations, students, and last, college administrators.

Values and Attitudes

When it comes to values, Self-respect (self-esteem) is ranked first of 18 dimensions; next, Wisdom (a mature understanding of life) and Inner Harmony (freedom from inner conflict). The three least important values, in descending order, are Pleasure (an enjoyable, leisurely life), National Security (protection from attacks), and Salvation (saved, eternal life).

As far as other attitudinal indicators, given a choice of excellent, good, fair, and poor, at least half the subjects rank as "excellent" their relations with students, family, and friends, and their freedom to choose textbooks, programs, and media in their special areas. Seen as "excellent" by less than one-third are salary, relations with administrators, job security, feelings about living up to their greatest potential, their students' enthusiasm for learning, and their general working environment. A ranking of "good" was assigned by over 50% to relations with colleagues, their degree of autonomy, and the working environment in general. "Poor rankings" were attributed to each possible choice by anywhere from none (relations with students) to 12% assigned to salary and job security. Thus, most respondents lean quite positively to most all attitudinal items included

in the Faculty Survey.

Professionalism

We are particularly interested in the question of professionalism. Taken as a whole, is instruction in the two-year college a profession in its own right? A profession is an ideal occupational form, something that does not exist in actuality but which serves as a model to which members of an occupational group aspire. It has certain characteristics: it controls entry into and polices its own ranks; it requires a long period of training before one can practice within it; it is in control of a body of specialized knowledge not readily available to laymen; it forms professional associations and codes of ethics. In addition, it is viewed as a profession by outsiders no less than by those who practice it.

On some of these criteria community college teaching seems close to the ideal; on others, not so near. It does not control entry into its ranks--state legislatures and governing boards set minimum employment requirements. It polices its ranks minimally through its involvement in tenure decisions but college administrators typically have the last word. It requires a long period of training and it can make some claim to a body of specialized knowledge. It has begun to form its own professional associations--especially the music and foreign language faculty.

The instructors' attitudes toward high schools are of note here; they have broken almost completely with them. Although half the faculty in our sample have had secondary school experience, people in this group tend to be older and are not being replaced as rapidly as they once were. More to the point, few of the faculty want anything to do with the secondary schools, seeing teachers there as poor sources of advice on teaching. However, the break with the secondary schools is not a sufficient condition for perceiving the two-year college faculty as a unique

professional group. A high percent of them still identify with the university and until the university professor as a model is minimized in the minds of the community college instructors, they will have difficulty finding their unique place in the eyes of the community as well as in their own eyes.

Nevertheless much evidence suggests that faculty members in community colleges are becoming more aware of themselves as a separately functioning professional body. They see their own colleagues and students as the best sources of advice on teaching. They are not interested in administrative positions. They are interested in curriculum and instruction, in working on their courses, and on their teaching almost to the exclusion of other professional pursuits. A cautionary note here: there is the danger that the faculty will re-create the high school from which they sprang. Many two-year college instructors teach in two or more fields. This is understandable because few colleges have enrollments large enough to support a full-time instructor in anthropology, art history, or cultural geography. The teacher's schedule is filled out with other courses. This can serve to strain disciplinary affiliation to the breaking point. Similarly the lack of orientation toward disciplinary research--reinforced by the teaching loads and the lack of reward for doing it--weaken disciplinary ties. The instructor's localism, his lack of affiliation with national professional groups, his failure to read or write in the professional literature, and his adversary relationship to college administrators--all these mark a secondary school image.

Yet, we would like to believe that as community college teaching develops along its present course, the faculty will be seen as genuine professionals in instruction. Ideally, as this tendency progresses it will

lead to full-time faculty members perceiving themselves as managers of student learning, evaluating themselves on their clients' progress. They can and they will abandon the isolation of their classrooms and take up broader professional responsibilities. They will coordinate the work of the part-time faculty members whose numbers have increased so rapidly in recent years. They are well along now in the use of reproducible media and other aids to teaching, a tendency that will increase. They are becoming managers of para-professional and instructional aides, too. All this suggests that the profession will develop and center on qualities relating to Instruction with a capital "I".

Collective bargaining's influence on faculty professionalism is difficult to predict. All we can say at this point is that a majority of the faculty favor it. As reported in the Chronicle of Higher Education (Jan. 26, 1976, p. 11) Ladd and Lipset found 76% of two-year college faculty rejected the statement, "Collective bargaining by faculty has no place in a college or university." Our Faculty Survey question about collective bargaining was worded positively--"Collective bargaining by faculty members has a definite place in a community college"--hence is not directly comparable. It received a 68% favorable response from the humanities faculty, while only 15% of the group rejected it. But the non-humanities faculty show a different pattern. Only 54% of the group favored the statement and 30% rejected it.

FURTHER FINDINGS

PART-TIME INSTRUCTORS

Part-time instructors differ from full-time instructors in that part-timers:

are less experienced

none is one-two years for PT;
five-ten years for FT

have fewer years in current
institution

two years or less: 57% of PT;
20% of FT

read fewer scholarly or
professional journals

are less likely to be a member
of a professional association

are less concerned with research

Research Orientation				
	Total	High	Medium	Low
FT	75.6	83.0	75.9	68.6
PT	23.5	17.0	23.2	29.9

are less concerned with curriculum
and instruction

Curriculum and Instruction				
	Total	High	Medium	Low
FT	75.6	81.0	76.3	68.0
PT	23.5	18.6	22.7	31.6

are less concerned with the
humanities

Concern with Humanities				
	Total	High	Medium	Low
FT	75.6	79.4	76.9	67.5
PT	23.5	19.6	22.5	30.6

are more likely to hold the
university as a reference group

University as Reference Group				
	Total	High	Medium	Low
FT	75.6	70.2	75.2	83.3
PT	23.5	27.9	23.9	16.2

are younger

Age 35 or Younger	
FT	30%
PT	46%

are more likely to prefer
further preparation

Pref. for Further Preparation				
	Total	High	Medium	Low
FT	75.6	72.3	75.4	79.7
PT	23.5	27.2	23.7	19.3

Part-time instructors are the same as full-time instructors in their:

Concern for Students

	Concern for Students			
	Total	High	Medium	Low
PT	75.6	77.6	76.0	76.6
FT	73.6	73.6	74.0	76.6

Level of Satisfaction

	Satisfaction			
	Total	High	Medium	Low
PT	75.6	76.6	75.0	76.6
FT	73.6	72.4	73.6	75.6

Indication of Ways They Spend Their Free Time

If you had a free summer, what would you do (free response)?

	Total	PT	FT
Take classes/study/read	23.7	24.7	22.7
Do research	6.7	6.6	6.6
Teach or prepare to teach	6.6	6.7	6.6
Attend professional workshops	1.7	1.6	1.7

Type of Training They Prefer

If you were to begin over, what type of training would you seek (free response)?

	Total	PT	FT
Change nothing	23.7	24.7	22.7
Study techniques	11.6	11.6	11.6
Do more student teaching	6.7	6.6	6.7
Take more teaching methods courses	6.7	6.7	6.7

GENERAL STATEMENTS

General State holders either have no objection to the above and therefore

are strongly and truly in
full agreement as reflected
below

	Percentage of Yes		
	Yes	No	Total
Yes	100	0	100
No	0	100	100

are less likely to desire further
progression

	Percentage of Yes		
	Yes	No	Total
Yes	100	0	100
No	0	100	100

are less concerned for their
children

	Percentage of Yes		
	Yes	No	Total
Yes	100	0	100
No	0	100	100

are most highly represented in
the State System, based on
the above

They either are strongly in support of Government, National Security,
Liberation and International, and concern with Government.

APPENDIX

- 1. **APPENDIX A** - 100
- 2. **APPENDIX B** - 100
- 3. **APPENDIX C** - 100
- 4. **APPENDIX D** - 100

APPENDIX A - 100

1. **APPENDIX A - 100**

2. **APPENDIX B - 100**

3. **APPENDIX C - 100**

4. **APPENDIX D - 100**

5. **APPENDIX E - 100**

6. **APPENDIX F - 100**

7. **APPENDIX G - 100**

8. **APPENDIX H - 100**

9. **APPENDIX I - 100**

10. **APPENDIX J - 100**

11. **APPENDIX K - 100**

12. **APPENDIX L - 100**

13. **APPENDIX M - 100**

14. **APPENDIX N - 100**

15. **APPENDIX O - 100**

16. **APPENDIX P - 100**

17. **APPENDIX Q - 100**

18. **APPENDIX R - 100**

19. **APPENDIX S - 100**

20. **APPENDIX T - 100**

21. **APPENDIX U - 100**

22. **APPENDIX V - 100**

23. **APPENDIX W - 100**

24. **APPENDIX X - 100**

25. **APPENDIX Y - 100**

26. **APPENDIX Z - 100**

THEORY OF THE EARTH

1. THE EARTH IS A SPHERE
OF APPROXIMATELY
EQUATORIAL DIAMETER

1. THE EARTH IS A SPHERE

1. THE EARTH IS A SPHERE	2. THE EARTH IS A SPHERE	3. THE EARTH IS A SPHERE	4. THE EARTH IS A SPHERE
1. THE EARTH IS A SPHERE	2. THE EARTH IS A SPHERE	3. THE EARTH IS A SPHERE	4. THE EARTH IS A SPHERE

2. THE EARTH IS A SPHERE
OF APPROXIMATELY
EQUATORIAL DIAMETER

2. THE EARTH IS A SPHERE

2. THE EARTH IS A SPHERE	3. THE EARTH IS A SPHERE	4. THE EARTH IS A SPHERE	5. THE EARTH IS A SPHERE
2. THE EARTH IS A SPHERE	3. THE EARTH IS A SPHERE	4. THE EARTH IS A SPHERE	5. THE EARTH IS A SPHERE

3. THE EARTH IS A SPHERE
OF APPROXIMATELY
EQUATORIAL DIAMETER

3. THE EARTH IS A SPHERE

3. THE EARTH IS A SPHERE	4. THE EARTH IS A SPHERE	5. THE EARTH IS A SPHERE	6. THE EARTH IS A SPHERE
3. THE EARTH IS A SPHERE	4. THE EARTH IS A SPHERE	5. THE EARTH IS A SPHERE	6. THE EARTH IS A SPHERE

4. THE EARTH IS A SPHERE
OF APPROXIMATELY
EQUATORIAL DIAMETER

4. THE EARTH IS A SPHERE

4. THE EARTH IS A SPHERE	5. THE EARTH IS A SPHERE	6. THE EARTH IS A SPHERE	7. THE EARTH IS A SPHERE
4. THE EARTH IS A SPHERE	5. THE EARTH IS A SPHERE	6. THE EARTH IS A SPHERE	7. THE EARTH IS A SPHERE

5. THE EARTH IS A SPHERE
OF APPROXIMATELY
EQUATORIAL DIAMETER

5. THE EARTH IS A SPHERE

5. THE EARTH IS A SPHERE	6. THE EARTH IS A SPHERE	7. THE EARTH IS A SPHERE	8. THE EARTH IS A SPHERE
5. THE EARTH IS A SPHERE	6. THE EARTH IS A SPHERE	7. THE EARTH IS A SPHERE	8. THE EARTH IS A SPHERE

RESEARCH REPORT

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Table 1: Summary of Data

Category	Value
Group A	120
Group B	150
Group C	180

Table 2: Detailed Data Analysis

Item 1	Value 1	Value 2
Item 2	Value 3	Value 4
Item 3	Value 5	Value 6
Item 4	Value 7	Value 8
Item 5	Value 9	Value 10
Item 6	Value 11	Value 12
Item 7	Value 13	Value 14
Item 8	Value 15	Value 16
Item 9	Value 17	Value 18
Item 10	Value 19	Value 20
Item 11	Value 21	Value 22
Item 12	Value 23	Value 24
Item 13	Value 25	Value 26
Item 14	Value 27	Value 28
Item 15	Value 29	Value 30
Item 16	Value 31	Value 32
Item 17	Value 33	Value 34
Item 18	Value 35	Value 36
Item 19	Value 37	Value 38
Item 20	Value 39	Value 40
Item 21	Value 41	Value 42
Item 22	Value 43	Value 44
Item 23	Value 45	Value 46
Item 24	Value 47	Value 48
Item 25	Value 49	Value 50
Item 26	Value 51	Value 52
Item 27	Value 53	Value 54
Item 28	Value 55	Value 56
Item 29	Value 57	Value 58
Item 30	Value 59	Value 60
Item 31	Value 61	Value 62
Item 32	Value 63	Value 64
Item 33	Value 65	Value 66
Item 34	Value 67	Value 68
Item 35	Value 69	Value 70
Item 36	Value 71	Value 72
Item 37	Value 73	Value 74
Item 38	Value 75	Value 76
Item 39	Value 77	Value 78
Item 40	Value 79	Value 80
Item 41	Value 81	Value 82
Item 42	Value 83	Value 84
Item 43	Value 85	Value 86
Item 44	Value 87	Value 88
Item 45	Value 89	Value 90
Item 46	Value 91	Value 92
Item 47	Value 93	Value 94
Item 48	Value 95	Value 96
Item 49	Value 97	Value 98
Item 50	Value 99	Value 100

Introduction

The purpose of this study is to investigate the effects of various factors on the performance of a system. The factors considered are: (1) the type of input data, (2) the type of output data, (3) the type of processing, (4) the type of storage, and (5) the type of communication. The results of the study are presented in the following sections.

The first section discusses the types of input data and their effects on the system performance.

The second section discusses the types of output data and their effects on the system performance.

The third section discusses the types of processing and their effects on the system performance.

The fourth section discusses the types of storage and their effects on the system performance.

The fifth section discusses the types of communication and their effects on the system performance.

The sixth section discusses the overall results of the study and the conclusions drawn from the data.

The seventh section discusses the limitations of the study and the areas for future research.

The eighth section discusses the acknowledgments.

The ninth section discusses the references.

Table 1	Table 2	Table 3	Table 4	Table 5
10	10	10	10	10

AN ANALYSIS OF HUMANITIES EDUCATION IN TWO-YEAR COLLEGES:

PHASE II -- THE FACULTY

1975-1976

Center for the Study of Community Colleges

Los Angeles

VI. DISSEMINATION

Sue H. Schlesinger

As a way of disseminating information about the Faculty Survey and the status of the humanities in two-year colleges generally, Center staff members have presented speeches to several groups and distributed articles and papers through various journals. In addition the Center sponsored a conference at which numerous reports on humanities programs were given by educators from California and elsewhere. The speeches, articles, and conference reports are summarized in this section.

This Project is funded by a grant from the National Endowment for the Humanities, a federal agency established by the Congress of the United States of America to promote research, education and public activity in the humanities.

DISSEMINATION

Speeches

The first analysis of data resulting from the Center's nationwide humanities faculty survey was presented by Arthur Cohen at the conference of the National Humanities Faculty on October 14, 1975 in Atlanta. Mr. Cohen reviewed the methodology used in the study which elicited the high response rate of 84%. He discussed the development of the questionnaire, pilot testing, the random selection of participants, and the follow-up procedures in retrieving the survey forms. Initial data analysis revealed the following: 1) there is a ratio of 2 to 1 of males over females teaching the humanities; 2) few ethnic minorities teach humanities (2.6% Blacks, 1.9% Chicanos, less than 1% Asian-Americans); 3) a much higher percent of instructors have the doctorate now than had it even five years ago (14% now compared to 8-10% in studies of the late 1960's); and 4) satisfaction, contrary to expectation, is unrelated to number of hours taught weekly (satisfaction seems to be more of a personality trait).

At the California Educational Research Association Conference, held in San Diego on November 12, 1975, Florence Brawer delivered a paper entitled, "Humanities Faculty and Personality Characteristics." Reporting on initial findings of the Center's study, she focused on the faculty's satisfaction and Functional Potential, "a hypothetical construct built on psychodynamic principles of human functioning that assesses ego strength." Ms. Brawer discussed the relationships between these two variables and

teaching field; age; sex; type of college; and orientations to curriculum, instruction, and to students. She then compared findings between the humanities and non-humanities subjects, and closed by reviewing implications for further study.

In his speech to the New York State Education Department, Doctor of Arts Conference at N.Y.U. on November 14, 1975, Mr. Cohen provided information on the advisability of having a Doctor of Arts program for community college instructors. Based on data from the Center's study, Mr. Cohen gave the following suggestions to those planning a Doctor of Arts degree program that would be appealing to community college faculty: 1) construct the program to serve commuters, since "the biggest market for the Doctor of Arts program is from among the full-time faculty;" 2) straddle departments where feasible; 3) offer classes and workshops on the community college campus itself; 4) involve community college faculty members as clinical professors; and 5) include a teacher of teachers component in the program.

On December 29, 1975, Mr. Cohen addressed the Annual Convention of the American Philological Association in Washington D.C.. His presentation, "The Classics in the Community College: A Litany of Despair," was rooted in findings from the Center's study which showed that "in most cases, the Western Civilization course is the only exposure to the Classics that students will have during their junior college career." The study did indicate, however, that courses in mythology as well as in interdisciplinary humanities (such as "Classical Humanities" or "Man and Culture") were on an upswing movement in the community colleges. Mr. Cohen warned that the excessive number of university-prepared instructors in the Classics cannot look to the two-year

college for employment and he suggested that "Classicists might be able to expand their role in the two-year college by building courses in the teaching of language." Arguing that we must design programs for those already working rather than for students fresh out of the university, he recommended the following: 1) offer classes, workshops, modules, lectures on the community college campus itself; 2) build courses in mythology to capitalize on the current interest in astrology, science fiction, and the supernatural; and 3) build interdisciplinary courses incorporating art, architecture, history, philosophy, religion, economics, government, literature, and myths of the world.

Papers

In addition to speeches presented, the Center's findings were disseminated through the publication of various papers. In "Maximizing Responses to the Nationwide Faculty Survey," accepted for publication in Research in Higher Education, Mr. Cohen detailed the methodological procedures employed in the Center's faculty survey. A representative random sample of all two-year colleges in the nation was drawn, principally stratified for type of control (public or private) and geographical locale. Secondary stratification variables included college emphasis (comprehensive, technological, liberal arts), organization (multi- or single-campus district), size, and age. One hundred and fifty-six colleges, nearly exactly representative in terms of control, locale, size, age, emphasis, and organization, participated in the study.

Co-authored by Mr. Cohen and Ms. Brawer, "The Humanities Faculty: A Review," appeared in the Winter 1976 issue of New Directions for Community

Colleges. This article, composed before the Center's faculty survey was undertaken, reviews the prevailing literature pertaining to "preparation, in-service training, attitudes, values, and approaches to instruction of the faculty teaching the humanities in community colleges." Additionally, "Foreign Language Instructors in Two-Year Colleges: Curriculum and Instruction," originally contained in "The Humanities in Two-Year Colleges: Reviewing Curriculum and Instruction" and published by the Center previous to the survey, was reprinted in the March 1976 issue of the ADFL Bulletin.

The data resulting from the faculty survey have also been reported in a number of papers which deal with instructors in specific humanities disciplines. In these papers, Mr. Cohen and Ms. Brewer examined the idiosyncrasies of instructors in particular fields, characterizing them, in part, in terms of their teaching preparation, attitudes, values, and aspirations. Two of these papers, "Characteristics of Two-Year College Political Scientists" and "Foreign Language Instructors in Two-Year Colleges: A Profile," will be published by the American Political Science Association and the ADFL Bulletin, respectively. Three other papers, dealing with the characteristics of history, political science, and social science instructors in the two-year college, have been printed by the ERIC Clearinghouse for Junior Colleges and were distributed at the Community College Social Science Association meeting held in Anaheim on March 4, 1976.

The Conference

One of the major sources of dissemination of the results of the humanities faculty survey was the Center's conference, "The Humanities in Two-Year Colleges," held on January 15, 1976. Mr. Cohen opened the conference by

reviewing the methodology used in the study. Referring to the high response rate, he noted that the Center's findings are representative of as well as generalizable to the total universe of people teaching humanities in two-year colleges. He also reported on the full- and part-time breakdown of faculty in terms of their age, sex, ethnicity, and educational background.

Ms. Brewer further discussed the Center's findings. Of the 1483 respondents, most taught literature, then government and foreign languages, followed by anthropology, social sciences, philosophy, and religious studies. The majority of the respondents (75%) had not been students in community colleges. Also reported on were faculty preparation and professional development. Ms. Brewer closed by presenting data on the personality constructs--satisfaction, Functional Potential, group cohesion and values and attitudes--used in the survey.

Following the report on the Center's study, fourteen two-year and four-year college instructors and administrators spoke on topics in the following three areas: "The Humanities Now," "Trends in the Humanities," and "A View from the University."

The Humanities Now: Thelma Altshuler's presentation, "Integrated Interaction with Television Audiences," described her experience with Classic Theatre--the full-length production of plays presented weekly on educational television at Miami-Dade Community College. The students viewed these productions, read from assigned anthologies, and took computer developed tests which were administered through the wall. Ms. Altshuler noted that this kind of "new education lacks the small classes and well-motivated students which would allow intimacy, easy dialogue, and understanding for its own sake."

Consequently, she concluded that such intelligent planning by administration and faculty, whatever teaching can serve a significant number of students without compromising standards of excellence. (Quoted elsewhere with the beginning of a sentence which has the potential of bringing this sentence to those in the community who could find regular school presentations convenient).

Edward E. Winston, from Los Angeles Pierce College, speaks in the "Community College Project," sponsored by the National Commission for the Community College, the project's purpose is to: (1) increase the people's understanding for direct participation in public policy issues which directly affect their lives; (2) enlarge the range of experience by including students in some articulation of public policy; (3) extend the public's awareness of the community; and (4) to create social interaction and communication by offering a way for which divergent public may come together to discuss actual problems. Series professors, representing the three campuses of the Los Angeles Community College District, have been divided into three panels: "The Family," "Social Services," and "Individual Rights and Freedom." Beginning in February 1975, each of these panels will hold workshops or community forums at times of the 1 campus so that eventually all three campuses will be involved. Following 1975 will be three two day meetings, each devoted to one of the topics.

Tom Brice, of the Los Angeles Community College District, characterized as interdisciplinary community curriculum project as about his department, Los Angeles Community College, and the City College of Los Angeles have been working. Funded by the National Commission for the Community College (1974), the project has developed: (1) a "new" course designed to present community issues; (2) that any community college student, as well as that one or two a department or

educational programs, and provide them with (1) strong "technical" support, and (2) access to training facilities so as to enhance their skills in the use of technology aimed at reducing carbon emissions.

James Weaver appeared to be an extraordinarily capable and caring fellow, although about as big as a flea. He said to me that the National Exchange for the Deaf, Inc. is made up of a few hundred people. Some are in contact "over time," and representing a constantly changing flow of members in the club. That is, students are first introduced to the Exchange by participating in the cultural life of the club around the village. They then undergo an informal investigation of the Deaf's traditions, including the study of signs such as "Signs for the Arms," "Signs for the Mouth," and "Signs for the Feet and Hearing." The objectives guiding this traditional cultural program are to introduce self-reliance and self-empowering learning, to provide significant cultural events as part of the regular curriculum, and to create additional healthy barriers to the growing and learning of academically oriented students.

During March, Dean of Instructional Programs at Western Kentucky College discussed a project "Instructional Program Development" project to assist in the next meeting. This program development is an ongoing effort involving all groups planning days of classes. Dean said a primary goal was to develop a program for the instruction, different activities at Western Kentucky College general education requirements would be taught separately and provide more the individual program to accommodate the program and provide student support, such as meeting requirements of other subjects and not creating a specific series of class. In the case of the Western program and the instruction and program.

[illegible][illegible]

THESE RESULTS, HOWEVER, DO NOT IMPLY THAT THE EFFECTS OF THE
TREATMENT ARE UNIFORMLY POSITIVE. IN FACT, THE EFFECTS OF THE
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한국의 경제 발전은 1960년대 초부터 본격적으로 시작되었다. 이 시기에
정부는 경제 개발을 위한 다양한 정책을 시행하였다. 특히 수출 주도
개발 전략을 채택하여, 저가 노동력과 높은 교육 수준을 바탕으로
수출 제품을 생산하고 해외 시장에 판매했다. 이 시기에 한국은
강력한 경제 성장을 이루었고, 국민들의 생활 수준이 크게 향상되었다.
이러한 경제 발전은 한국을 아시아의 공룡으로 자리매김하게 하였다.
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